DOCUMENT RESUME

ED 445 688 IR 057 900

AUTHOR	Blixrud, Julia C., Comp.
TITLE	The M.L.S. Hiring Requirement. SPEC Kit 257.
INSTITUTION	Association of Research Libraries, Washington, DC. Office of Leadership and Management Services.
ISSN	ISSN-0160-3582
PUB DATE	2000-06-00
NOTE	129p.; SPEC Flyer not included. Published six times per year.
AVAILABLE FROM	Association of Research Libraries (ARL), P.O. Box 531, Annapolis Junction, MD 20701-0531 ($30 members; $40 non-members; plus $6 each shipping and handling). Tel: 202-296-2296; Fax: 202-872-0884; e-mail: pubs@arl.org; Web site: http://www.arl.org/olms/infosvcs.html.
PUB TYPE	Collected Works - Serials (022) -- Reports - Research (143)
JOURNAL CIT	SPEC Kit; n257 Jun 2000
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Academic Libraries; Employment Qualifications; Higher Education; *Librarians; Library Education; *Library Science; Library Surveys; *Masters Degrees; *Personnel Selection; Promotion (Occupational); Questionnaires; *Research Libraries; Tenure
IDENTIFIERS	Association of Research Libraries; Web Sites

ABSTRACT

This survey of ARL (Association of Research Libraries) libraries was conducted in 1999 to determine whether findings of a 1994 survey that examined if research libraries were hiring non-M.L.S. (Master of Library Science) degreed applicants into professional positions had changed. Results revealed that, of the 111 ARL members responding, 73 libraries do require an M.L.S. or equivalent library degree for all librarian positions. This document includes survey results and selected documents addressing institutional policies and procedures for the hiring and appointment process from Brigham Young University (Utah), the University of Delaware, the University of Saskatchewan, and the University of Utah, as well as promotion and tenure criteria from Pennsylvania State University, Purdue University (Indiana), the State University of New York at Albany, Texas A&M University, the University of Utah, and Washington State University. Selected resources are listed, including 25 books and journal articles and 31 World Wide Web sites. (MES)

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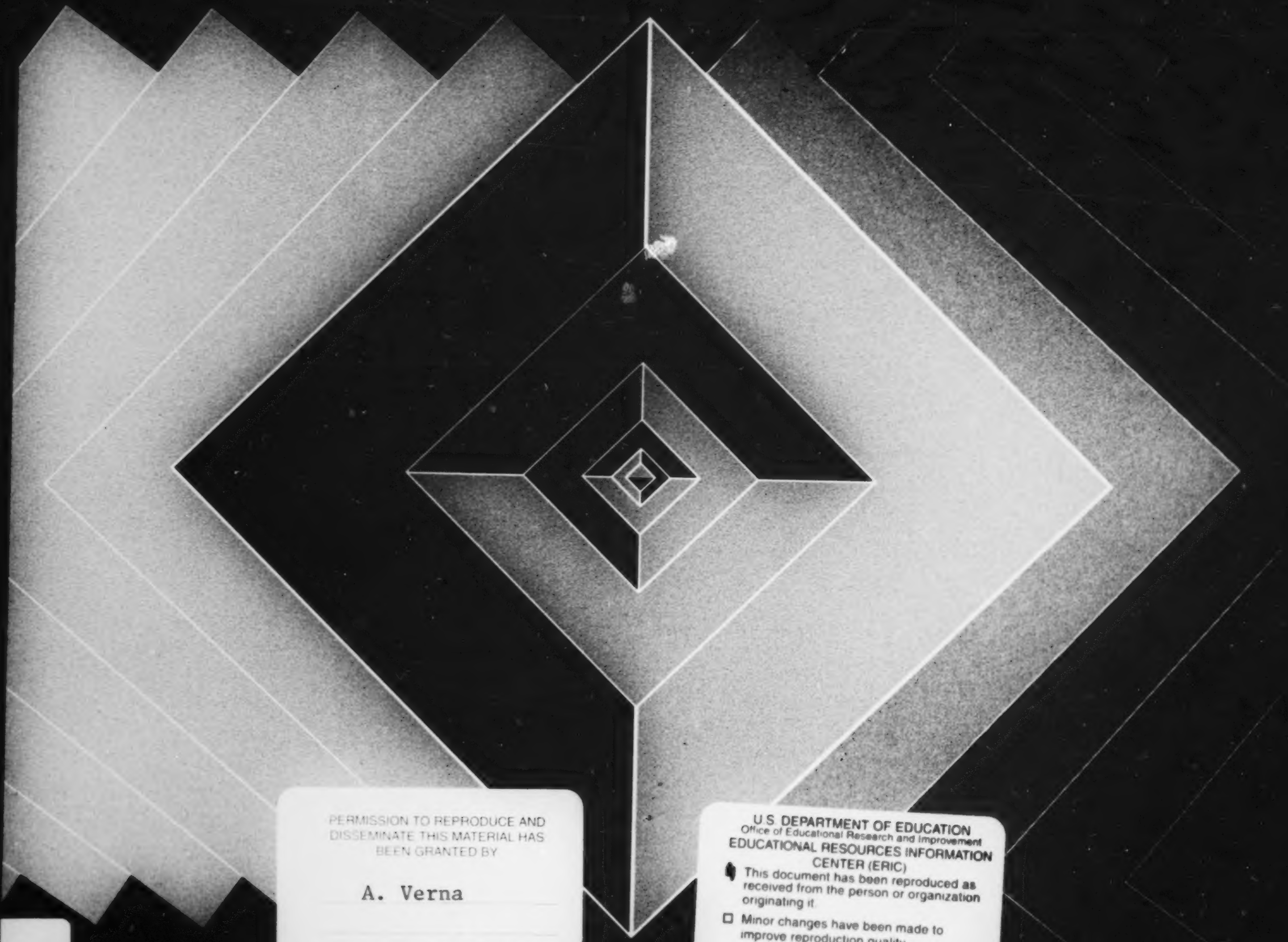
The M.L.S. Hiring Requirement

June 2000



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The M.L.S. Hiring Requirement

A SPEC Kit compiled by

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June 2000

Series Editor: Lee Anne George
Production Coordinator: Peter Budka

SPEC Kits are published by the

Association of Research Libraries
OFFICE OF LEADERSHIP AND MANAGEMENT SERVICES
21 Dupont Circle, NW, Suite 800
Washington, D.C. 20036-1118
(202) 296-2296 Fax (202) 872-0884
<http://www.arl.org/olms/infosvcs.html>
<pubs@arl.org>

ISSN 0160 3582

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The M.L.S. Hiring Requirement

June 2000

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SPEC

SURVEY

ASSOCIATION OF RESEARCH LIBRARIES

OFFICE OF LEADERSHIP AND
MANAGEMENT SERVICES

Executive Summary

Introduction

How important is the M.L.S. degree for employment in research libraries? On a periodic basis, both those individuals planning library careers and those seeking to employ the best person for a position ask this question. Traditionally, academic research libraries have been expected to require the M.L.S. for any professional position. For example, the Association of College and Research Libraries's Statement on the Terminal Professional Degree for Academic Librarians (January 1975) states that "The master's degree in library science from a library school program accredited by the American Library Association is the appropriate terminal professional degree for academic librarians."[1] However, as libraries create new types of positions, especially for those with significant technology components, library directors and personnel officers have begun to question whether the M.L.S. degree is as necessary as other degrees or experiences.

In 1994, a SPEC survey was conducted to determine if research libraries were hiring non-M.L.S. degreed applicants into professional positions. Those institutions responding "yes" were sent a follow-up survey in the summer of 1995, and the results appeared in *Non-Librarian Professionals* (SPEC Kit 212, December 1995). At that time, 59% of the 95 responding libraries indicated that they were willing to consider applicants without the M.L.S. degree for professional positions and supplied a variety of positions to which that consideration would be applied.

To determine if hiring requirements have changed since this topic last was covered, a Quick SPEC survey was conducted on behalf of New York University in November 1999. All ARL member libraries were surveyed and responses were received and tabulated for 111 academic institutions for a response rate of 92%. Institutions were also asked to supply documentation for both faculty ranking systems and tenure review processes. Consequently, this Kit includes the survey results and selected documents addressing institutional policies and procedures for the hiring and appointment process, as well as criteria for the promotion and reappointment processes in a variety of institutional settings. Cross-tabulations of the data revealed more information about the relationships between requiring the M.L.S. for hiring, on the one hand, and faculty status, promotion, and tenure requirements, on the other.

M.L.S. Degree Requirement

Is the M.L.S. degree a hiring requirement for ARL libraries? The survey results revealed that of the 111 members responding, 73 libraries (66%) do require an M.L.S. or equivalent library degree for all librarian positions. (Readers should note that this survey asked whether there was a *strict* M.L.S. requirement for hiring, although a few institutions remarked that the use of the phrase "or equivalent" was in conflict to the term "strict".) These results contrast to the 1995 SPEC Kit results in which 56 out of 95 respondents (59%) indicated that they were willing to consider non-M.L.S. degreed candidates.

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[1] <http://www.ala.org/acrl/guides/termdegr.html>

ARL libraries in general responded to the 1999 survey with an indication that their preference is for the M.L.S. "or equivalent" (the equivalency language was common in nearly all of the supporting documents supplied).

Some respondents commented that they had classification systems in which all professionals were placed on the same level and no distinction was made for librarians without an M.L.S.

Faculty Status

Just over half (53%) of the libraries reported that they have faculty status at their institution. Of these 59 libraries, 42 (71%) require the M.L.S. for hiring. Conducting a cross-tabulation of the 73 institutions that strictly require the M.L.S. at the time of hiring, 42 institutions (58%) have faculty status. Those with faculty status for librarians responded that their professional standing is in general similar to that of the teaching faculty, but not necessarily equivalent in terms of the qualifying criteria and requirements for the different ranks. Supporting documents show that librarian positions are covered by the faculty handbook at those universities where they have faculty status.

Promotion

Of the 72 institutions that indicated the M.L.S. was required at the point of hire, only 10 made it a strict requirement for subsequent promotion. Although this SPEC survey did not ask any additional questions about the promotion process, the documents supplied by the respondents do provide some additional information. Documents for promotion include a range of details—many specific to an institution—but some general observations can be made. In most cases, the review timeframe includes annual performance reviews for new hires with tenure activities built into a three-, five-, or six-year cycle. The areas of performance cluster into three: job performance (teaching or education) or general librarianship, scholarship (research and contribution to the profession), and service to the community (outreach). Depending on the institution, different weights are applied to the areas and to the level of effort necessary within them. It is clear from most of the documents supplied that the review and promotion process is a lengthy one, with significant individual and institutional effort put into preparing the necessary documentation and involving supervisors and peers (both internal and external) in the activity.

The *ARL Annual Salary Survey* reports on the most commonly used ranking structures. The three most common ranking systems are three-step, four-step, and five-step, with the four-step being the most common (39% of the librarians in the 1999–2000 survey occupied this structure).[2] Documents represented in this Kit reflect these more common structures.

Tenure

Forty-two of the responding libraries (38%) indicated that librarians were awarded tenure at their institutions. In 20 libraries (18%), another status is conferred—most often called "continuing appointment"—that is similar to tenure. For 47 research libraries (42%), librarians are not awarded tenure. Comparing library degree requirements and tenure, of the 42 libraries that reported that they have tenure, 33 do require the M.L.S. at the point of hire, and of the 72 institutions that require the M.L.S. at the point of hire, 33 institutions offer tenure.

In the March 1992 SPEC Kit, *Academic Status for Librarians in ARL Libraries*, 35 out of 99 institutions (35%) reported "yes" to the question, "Do librarians at your library have faculty status and are they eligible for tenure?" For those who did not say that they had tenure, 31 institutions reported academic status with continuing appointment, and others claimed various other categories. Results from this 1999 survey indicate that there has been no significant change in the number of institutions that report their librarians have tenure. In a cross-tabulation of this survey's data for faculty status and tenure, 39 of the 59 libraries (66%) with faculty status have tenure as well.

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[2] Martha Kyrillidou, ed., *ARL Annual Salary Survey 1999–2000* (Washington, D.C.: Association of Research Libraries, 2000), 20.

Relationship of Policy to Practice

In a recent article for *ARL: A Bimonthly Report*, Martha Kyrillidou examined the relationship between the data gathered in this survey and the data on educational credentials ARL gathers from members periodically through its *ARL Annual Salary Survey*. The empirical evidence there contradicts the results of this SPEC survey: while ARL libraries asserted a rather strict requirement for hiring in response to these questions, they are, in fact, adding non-M.L.S. degreed professionals to their ranks in significant numbers.[3] Whether their policies of requiring an M.L.S. at the time of hire exist to encourage a continued reliance on the M.L.S. as the appropriate degree or are just based on historical circumstance and have not yet changed to reflect current activities can only be determined by time.

Documentation

This SPEC survey asked ARL institutions to supply documents on faculty ranking systems and the tenure review process. In general, two types of documentation were supplied: those that address library appointments, promotion, and tenure in particular and those that come from general university policies on hiring academic appointments. While only a few years ago it was difficult to obtain these documents since they had to be requested from personnel offices either within the library or the university, most institutions now make their policies and procedures available on websites. This makes the information more accessible to the campus community, but also allows individuals to make comparisons among institutional policies and practices.

Trends

Whether or not a library requires an M.L.S. or offers faculty status, it appears most important, after examining the documentation and associated websites, that the library or institution provide support for the hiring and promotion process, that the processes for hiring and review be revisited on a regular basis, and that information be available for librarians to know what is expected of them. Although the documents supplied do not necessarily reflect it, the specific institutional culture weighs heavily on the hiring, promotion, and tenure process in research libraries. With more material available electronically, those seeking employment in ARL libraries will be well-advised to look at documents from the institution in which they are interested to see the requirements for success.

As expected, results from this survey indicate that ARL libraries still do not hire nonlibrarians (i.e., non-M.L.S. degreed individuals) into librarian positions, although they are willing to hire individuals without the M.L.S. for other professional positions. The discussion about what a library professional is will undoubtedly continue, but it is clear that while ARL libraries have policies that indicate their hiring preferences are for an M.L.S. or equivalent, the "equivalent" may become more prevalent.

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[3] Martha Kyrillidou, "Educational Credentials, Professionalism, and Librarians," *ARL: A Bimonthly Report on Research Library Issues and Actions from ARL, CNI, and SPARC* 208/209 (February/April 2000): 12–13.

Survey Results

New York University sponsored an ARL/OLMS Quick SPEC Survey on the hiring requirements for librarians in November 1999. The purpose of the survey was to determine whether research libraries were strictly requiring the M.L.S. degree when hiring individuals for professional positions in the library. A SPEC survey on this topic conducted in the spring of 1994 found no conclusive evidence that research libraries were hiring individuals without M.L.S degrees, but more recent, informal conversations among members had suggested the possibility that institutions have altered their practices within the past five years. This short survey was conducted as an email questionnaire sent to ARL salary survey coordinators and ARL directors. ARL staff followed-up with the nonrespondents, and a total of 111 of the ARL 121 members are represented in the results.

Note: One hundred eleven of the 121 ARL member libraries (92%) responded to this survey.

Equivalent library degree below does not necessarily refer to a library degree awarded by an institution in another country but to any library degree.

1. Do you strictly require an M.L.S. or equivalent library degree for all librarian positions?

Yes	73	66%
No (skip to question 3)	36	32%
No response	2	2%

Note: Not all institutions followed the skipping pattern created for questions 1, 2, and 3.

Comments:

[W]e have a great deal of overlap between staff and librarian positions. We have several professionals who are classed higher than librarians and, in fact, supervise librarians. All of our employees are "professionals" and are in the same bargaining unit with the same classification structure. Librarians have dual classification. . . within the ranks of the professional employees classification and in a peer reviewed classification of Librarian I - Librarian V.

(cont'd)

We are currently trying to recruit a director for our management library and might have considered someone without an M.L.S. who had an appropriate graduate business degree and substantial library experience. We advertise systems positions as either librarian or computer professional; if someone we hired came without an M.L.S. but had strong computing experience, we would probably classify the position as a computer one rather than a librarian. We had a situation where we came close to hiring a reference librarian who would have been someone without an M.L.S. but two Masters degrees in appropriate disciplines for the library involved. It is not clear to me that we would have still designated the position as a librarian if we had in fact hired her. We have a classification of library associate that applies to responsible, exempt professional level positions, which might be designated as librarian positions in other institutions. But generally, when we advertise a librarian position we will require or give strong preference to those with an M.L.S.

2. If you have a strict M.L.S. or equivalent library degree requirement:

Do you make that a requirement at point of hire?

Yes	72	65%
No	1	1%
No response	38	34%

Do you make that a requirement for subsequent promotion? (Skip to question 4)

Yes	10	9%
No	62	56%
No response	39	35%

3. If you do not have a strict M.L.S. requirement:

Do you accept alternative qualifications or credentials? Check one.

Yes, for all or most librarian positions	7	6%
Yes, for a few categories of librarian positions	36	32%
No response	68	61%

Comments:

Several institutions responded that they will accept advanced degrees in appropriate subjects for positions in archives, special collections, manuscripts, and rare books, as well as computer science or information systems and instructional design.

(1) Having completed almost all of the coursework for an M.L.I.S. and indicating the intention to complete the degree. This would particularly apply to beginning positions. (2) Having strong subject expertise, usually with a Ph.D. or masters in a desired field, and either several years of professional experience in libraries and/or having nearly completed the coursework for M.L.I.S. (3) Having a

strong academic and experiential background in a closely related field that applies to a particular position, such as multimedia or archives management. I can see where in the future this might also be true for some positions in the digital library area; we might also consider someone from a museum background for a specialized library position.

Some combination of advanced degree and experience in a relevant subject field (for a collection management bibliographer, for example) or advanced degree and experience for a "functional specialist" kind of position (HR officer, for example, or technology-oriented professional position—we expect this to be a growing category).

Relevant, usually strong, experience. Other advanced degrees. Of the four professionals in special collections, only one has an M.L.S. Our head of systems is not an M.L.S. I would consider non-M.L.S. holders for any position; I don't want to eliminate potentially very good people from consideration for positions. For more traditional positions, such as reference, it would have to be an unusual person without an M.L.S.

Yes, as librarians. The ranking is consistent with that of teaching faculty, e.g., librarian II is similar to an associate professor; librarian I is the parallel to a full professor. The pay scale is similar in the number of steps, but not in the dollar amount, of course.

The university also has a group of employees designated as professionals. These employees must have a bachelor degree (many have additional credentials, many earn a library degree during their years of employment). Examples of professional positions in the university are: head of library systems and all other systems staff (5 FTE), head of circulation, personnel officer, facilities manager and budget officer. These positions are more administrative in nature and do not require research and publication for term renewal or promotion. They have administrative rather than peer review for term renewal and promotion. They are eligible for permanent appointment after 6–7 years of employment.

The M.L.S. is included in the list of requirements when a "librarian" position is advertised, and the expectation is that candidates will have an M.L.S. Past decisions to hire a non-M.L.S. into a "librarian" position (and this is rare!) have been based on the professional qualities of the candidate including graduate degree in another discipline, as well as considerable relevant experience. In other words, it is the quality of the candidate (the best person for the position) rather than the position advertised which has influence on the very occasional decision to hire a non-M.L.S.

At present, we have only two librarians out of 70 who do not have a library degree, and both of them have Ph.D.s that are relevant to their duties. . . exceptions that support the rule that we have a strong preference for a library degree. . . These positions are an archivist and a bibliographer.

4. Do librarians have faculty status at your institution?

Yes	57	51%
Yes, with qualification	2	2%
No	52	47%

If yes, do librarians have faculty status parallel to the rest of the faculty in the university and is the faculty status ranking consistent across the university?

Comments:

Yes, as librarians. The ranking is consistent with that of teaching faculty, e.g., librarian II is similar to an associate professor; librarian I is the parallel to a full professor. The pay scale is similar in the number of steps, but not in the dollar amount, of course.

At [our institution], the university libraries has the following rankings for faculty librarians: librarian, associate librarian, assistant librarian, and instructor librarian. Titles can include director, associate director, assistant director, department head, and assistant department head. The title, however, would be in addition to a specific rank.

Yes and no. Librarians have parallel status, to a degree. They are awarded tenure and promotion through a peer review process that begins in the libraries and proceeds to a university-wide review body. They have equivalent ranks, are eligible for sabbatical leave, and receive them on a par with teaching faculty. Librarians' salary schedules are lower than teaching faculty. Librarians receive twelve-month appointments. Librarians are expected to publish in order to earn tenure, but they are reviewed according to a set of criteria established by librarians. They are eligible for research and study leaves that allow them to pursue research projects for defined periods, and the library receives salary compensation to fill in behind the person on leave.

It is parallel to teaching faculty in terms of ranks (i.e., professor, associate professor, and assistant professor), but it is not equivalent in terms of the criteria and requirements for the ranks. The library is given considerable latitude in establishing its own standards for the faculty ranks.

They have a unique academic rank and promotion system. It is similar to faculty, but with no tenure. They developed their own criteria.

Our continuing appointment reviews do not occur with the committee headed by the provost to review faculty with major teaching responsibilities. We are reviewed (provost chairs) in another committee setting with extension agents for continuing appointment.

5. Can librarians be awarded tenure at your institution?

Yes	42	38%
No	47	42%
Another status	20	18%
No response	2	2%

Comments:

Several responding institutions indicated that they have something similar to tenure, but it is called continuing appointment, indefinite appointment, or permanent status.

Librarians can be awarded tenure; however, we also have a librarian track, which is a five-year renewable contract. Those persons in the librarian track do not have to fill the tenure requirements and are evaluated on job performance, service to the university and community, and professional activities.

They have academic status with continuous appointment track—equivalent to tenure track regarding qualifications for promotion and continuous appointment and institutional commitment to the individual librarian.

Yes, but it is not called tenure. It is called "expectation of continuing employment." For practical and legal purposes, it is equivalent to tenure.

Responding Institutions

University of Alabama
University of Alberta
University of Arizona
Arizona State University
Auburn University
Boston University
Brigham Young University
University of British Columbia
Brown University
University of California–Berkeley
University of California–Davis
University of California–Irvine
University of California–Los Angeles
University of California–Riverside
University of California–San Diego
University of California–Santa Barbara
Case Western Reserve University
University of Chicago
University of Cincinnati
University of Colorado
Colorado State University
Columbia University
University of Connecticut
Cornell University
Dartmouth College
University of Delaware
Duke University
Emory University
University of Florida
Florida State University
George Washington University
Georgetown University
University of Georgia
Georgia Institute of Technology
University of Guelph
Harvard University
University of Hawaii
University of Houston
Howard University
University of Illinois at Chicago
University of Illinois at Urbana
Indiana University
University of Iowa
Iowa State University
Johns Hopkins University
University of Kansas
Kent State University
University of Kentucky
Laval University
Louisiana State University
McGill University
McMaster University
University of Manitoba
University of Maryland
University of Massachusetts
Massachusetts Institute of Technology
University of Miami
University of Michigan
Michigan State University
University of Minnesota
University of Missouri
University of Nebraska–Lincoln
University of New Mexico
New York University
University of North Carolina
North Carolina State University
Northwestern University
University of Notre Dame
Ohio University
Ohio State University
University of Oklahoma
Oklahoma State University
University of Oregon
University of Pennsylvania
Pennsylvania State University
University of Pittsburgh
Princeton University
Purdue University
Queen's University
Rice University

University of Rochester
Rutgers University
University of Saskatchewan
University of South Carolina
University of Southern California
Southern Illinois University
Stanford University
State University of New York at Albany
State University of New York at Buffalo
State University of New York at Stony Brook
Syracuse University
Temple University
University of Tennessee
University of Texas
Texas A&M University
Texas Tech University
University of Toronto
Tulane University
University of Utah
Vanderbilt University
University of Virginia
Virginia Tech
University of Washington
Washington State University
Washington University–St. Louis
University of Waterloo
Wayne State University
University of Western Ontario
University of Wisconsin
Yale University
York University

REPRESENTATIVE DOCUMENTS

Appointments and Ranks

BRIGHAM YOUNG UNIVERSITY

HAROLD B. LEE LIBRARY FACULTY

POLICIES AND PROCEDURES FOR APPOINTMENT, RANK ADVANCEMENT, AND CONTINUING STATUS

April 1992

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1. PURPOSE

Librarians at Brigham Young University are appointed as professional faculty. This document is intended to serve as a guideline for faculty appointment, rank advancement, and continuing status in the Harold B. Lee Library. It embraces librarians, curators, archivists, conservators, media technologists, and related professionals required for adequately staffing a large and complex academic research library and its branches.

2. APPOINTMENT OF LIBRARY FACULTY

2.1 Professional Responsibilities

Faculty members are characterized by their educational preparation, commitment, experience, library expertise, and contributions to the profession. The fulfillment of faculty responsibilities requires professional knowledge (both theoretical and applied) that may include specialized skills, academic training, or administrative expertise. It requires both a broad, basic understanding of libraries and their operation as well as a specialized understanding of the particular assignment.

A faculty member applies professional knowledge throughout the full contingent of library technical and subject specialties. This includes the selection, appraisal, acquisition, description, organization, classification, preservation, conservation, communication, or dissemination of knowledge and information in their varied forms.

A faculty member uses independent judgment and action in such activities as the establishment of policy and procedures; planning, organizing, and administering programs and services; evaluating research; integrating theory into practice in formulating original and creative solutions to problems; personnel management; conducting original research and communicating the results; and evaluating the effectiveness of policies, procedures, programs, and services.

2.2 Academic and Professional Credentials

Candidates for permanent faculty positions must have an MLS or an equivalent library science degree from an ALA-accredited graduate school or equivalent scholarly credentials in order to be considered. In all cases where formal study in library science is lacking, the applicant must demonstrate a knowledge of library science sufficient to fulfill the responsibilities of the position. Some positions may require an additional master's or doctoral degree as specified in the position description.

Faculty positions normally require specialized knowledge and expertise. Individuals applying for positions requiring specialized academic or technical knowledge or foreign language skills will be expected to present sufficient evidence that they possess this knowledge. As defined in the position description, some latitude may be given vis-à-vis the types of experience--formal degrees, professional experience, additional coursework--which are accepted as contributing to this knowledge.

In unusual cases, the search committee may recommend candidates who lack some part of the educational requirement, but who have extraordinary experience or equivalent education, such as years of experience, a formal apprenticeship, or other pertinent training required by the position description.

2.3 Hiring

2.3.1 When approval has been obtained from the Academic Vice-President to fill a vacant faculty position, the appropriate division head and department chair, in consultation with the Library Administrative Council, will select the members of the Search Committee. It will be composed of the department chair, at least two members from within the division, one member of the library faculty from outside the division and, where appropriate, one member from the professorial faculty. The Library Personnel Officer will call the committee together and will act as an ex officio member.

2.3.2 Openings must be advertised nationally.

2.3.3 Following an appropriate search period, the Search Committee will rank the top three candidates for the position and recommend one for appointment to the faculty within the division who will then vote on the matter. The division head must then make a recommendation and provide a dossier on the top candidate to the University Librarian.

2.3.4 Applicants invited to campus for interviews will be asked to make a presentation to the library faculty and to interact during a question-and-answer period.

2.3.5 If the top three candidates decline appointment, the position will be re-opened.

2.3.6 If the University Librarian supports a division's recommendation, she/he will forward the recommendation to the Academic Vice-President together with the necessary supporting documentation including her/his evaluation of the candidate.

2.3.7 If the University Librarian chooses not to support a recommendation from the division, she/he must communicate that decision to the division. No other candidate can be nominated to the Academic Vice-President without reconsideration by the division to which the candidate would be hired.

2.3.8 Final candidates for all library positions will be informed by the Library Personnel Officer in conjunction with the University Librarian of the specific standards and expectations associated with employment at Brigham Young University.

2.3.9 At the time of appointment, the University Librarian, in consultation with the department chair, the division rank advancement committee and the relevant Assistant University Librarian, will assign rank and set the calendar for rank advancement and continuing status reviews. These matters will be determined by comparable library and/or related professional experience, and will be based on demonstrated professional achievements at a level consistent with Lee Library faculty rank definitions. Those who have the educational and other relevant minimum requirements, as stated in their respective position descriptions, will be appointed Assistant Librarians. Those whose qualifications do not meet the minimum requirements, but who show promise and ability to complete the requirements, may be recommended by the University Librarian for appointment at the rank of Affiliate Librarian.

2.3.10 Appointments at the Affiliate level are temporary appointments. Where it is anticipated that the candidate will move to a permanent position (with rank of Assistant Librarian), the initial contract must clearly specify deficiencies that need to be remedied prior to such an appointment and a fixed term within which the person must become eligible for such an appointment.

2.3.11 Years spent as an Affiliate Librarian do not count toward the time in rank mandated for continuing faculty status, nor does the timetable begin until September 1 following the granting of Assistant Librarian rank.

2.3.12 Persons may be recommended to the Academic Vice-President by the University Librarian for temporary positions without review by a Division Search Committee. However, in no case will temporary faculty be moved to a permanent position without following the procedures outlined for hiring to such positions.

3. EXPECTATIONS OF FACULTY

Expectations fall into two categories, citizenship and librarianship.

3.1 The Standard of University Citizenship

Brigham Young University expects all of its personnel to adhere to the highest principles of personal behavior and to exemplify honor and integrity as consistently as it expects them to maintain high standards of professional performance. Faculty of the university should not be derisive of The Church of Jesus Christ of Latter-day Saints nor criticize its officials. They should promote collegiality and harmony in their departments. They should not denigrate fellow faculty members or students. They should not abuse what is understood to be the moral climate of discourse on the campus. They should always interact with colleagues, students, and others in civility, reflecting high character and morals. They should seek out appropriate occasions to compliment, to encourage, to advise, and to collaborate with colleagues.

Able university citizens read, think, and learn, are contributors in their own disciplines, and understand where those disciplines fit into the intellectual development of mankind. Citizenship is much more than attendance at commencements, convocations, and devotional and forum assemblies; though these are also of consequence. A faculty member is asked and permitted to become a part of the university's very soul. Therefore, commitment to the principles upon which the university was established is expected of every faculty member. At the very least, faculty members' relations with students and colleagues must be professional, avoiding disruption, manipulation, and contention. In addition, effective faculty members will also exhibit a clear understanding of the Library's unique mission within the framework and the mission of the University and will direct their energies and contributions toward the fulfillment of this mission.

Each member of the library faculty should accept personal responsibility for contributing to the fulfillment of library and university goals by assisting each other in providing excellent library service to the university community; by assisting with the administrative chores of the library and the university by accepting committee assignments; and by providing service and leadership for professional associations. University citizenship has been identified in the past as service to the department, college, and university communities through administrative, committee or special-project assignments. Such service is essential to the functioning of the university, but it is not the sole aspect of citizenship. It is expected that contributions to citizenship will expand as the faculty member secures continuing status and moves toward the higher faculty ranks. It is expected that faculty members may serve in different ways at different ranks and times in their careers.

3.1.1 Assessment of Citizenship

The evaluation committees, department chairs and division heads, and the University Librarian must all carefully assess a faculty member's citizenship. Though it is recognized that any one faculty member may participate in only a portion of these and other citizenship activities, evaluations should consider the following types of citizenship evidence demonstrating that the faculty member:

- Adheres to the BYU Code of Honor.

- Contributes to the spirit and atmosphere of honesty, integrity, morality, and respect and concern for fellow human beings.

- Participates in activities that strengthen the university; this includes administrative service and committee service or teaching in academic departments as requested.

- Collaborates with colleagues in the library to improve the library's services, collections, and contributions to the faculty and students.

- Participates on library committees that go beyond assigned responsibilities; e.g., specialized task forces, search and screen committees, rank advancement committees, professional development committees, etc.

- Serves the profession, which includes holding offices and committee assignments in professional organizations, organizing professional meetings and panels, editing newsletters and journals, serving on editorial boards, consulting, and public appearances in the interest of the profession.

- Serves the community and an individual's church as an extension of university performance where professional expertise is used to serve public or church interests. Service to the community may include such areas as serving as a librarian or archivist for a community organization, lectures, presentations, and continuing education courses taught in the community if they are related to the individual's role as a librarian and/or university faculty member. It may also include community library boards or commissions.

3.2 The Standard of Librarianship

The mission of the library is distinctively unique and sets it apart from all other campus departments and colleges. The mission statement reflects the goals of the library not only to gather and preserve collections of recorded information and literary art, but also to provide the means to access these collections and to teach members of the university community how such information can be located and used to enhance scholarly activity as well as to promote spiritual and intellectual growth. It may be noted that the ultimate goal expressed in this mission has not changed throughout the history of BYU, although the means, technologies, and media used to achieve the goal have changed, and will continue to change dramatically.

It is critical to consider this mission when attempting to evaluate the performance of library faculty, since the university hires professionally trained librarians first and foremost to achieve the mission. This means that a faculty member's accomplishments and outputs, however noteworthy, must be judged in light of the contributions they make to the overall mission of the organization.

All library professionals will likely participate in a wide variety of assigned activities throughout their careers. Certain activities in every position revolve around the ongoing performance of established procedures necessary for the day-to-day provision of library services. The diligent fulfillment of such tasks is an essential part of every position, but it alone does not constitute truly professional performance.

True professionals possess a vision that enables them not only to adapt to changing resources, circumstances and needs, but also to foresee change and prepare for it. They are able to look critically at their own work and creatively expand and enhance their services. They accept responsibility for resolving problems and dealing with obstacles. Commitment to the profession and to the goals of the organization leadership, innovation, and creativity characterize the mature library professional.

No individual possesses, at the outset, all of the knowledge and skills necessary for the completion of a successful career. Indeed, the skills needed for any professional library position are constantly changing as the means of collecting and disseminating information change. Beyond formal training, every professional needs to have a broad range of professional experiences in order to develop the kind of competency, commitment, vision, and creativity described above.

3.2.1 Assessment of Librarianship

Librarianship should be assessed in a manner that examines the full range of knowledge, skills, and activities necessary to perform one's assignment. The following types of evidence should be used to evaluate a librarian's effectiveness and commitment. This list of possible items to elucidate performance in librarianship provides a framework for assessment but is not meant to be all inclusive. It is incumbent upon the candidate to provide persuasive documentation of overall balanced accomplishments as outlined in sections 3.2.2, 3.2.3, and 3.2.4.

3.2.2 The personal annual reports and subsequent summary of accomplishments should address areas of library assignment such as:

- Setting and accomplishing significant job-related goals.

- Achieving a satisfactory quantity and quality of work in each major position responsibility.

- Using soundness of judgment in decision making.

- Managing personnel and budgetary resources effectively.

- Participating on library committees that are a direct outgrowth of assigned responsibilities.

- Cooperating with peers, faculty, and patrons to accomplish library and university goals.

- Demonstrating effectiveness in studying, evaluating, and building collections; in selecting, acquiring, and providing access to books, manuscripts, serials, and other materials; and in providing access to automated information and bibliographic services.

- Demonstrating effectiveness in the development and maintenance of bibliographic control by verifying, ordering, and processing materials; by classifying and cataloging materials; or by utilizing other bibliographic processes, resources, or systems.

- Demonstrating effectiveness in guiding and assisting students and faculty by satisfying reference needs, by developing subject bibliographies, by teaching research strategies formally and informally, and by promoting the effective use of the library and its collections.

- Demonstrating effectiveness in preserving or conserving the physical integrity and intellectual content of items within the library and in educating users in their careful use.

- Demonstrating effectiveness in administering and managing the university library, a division, a department, or other sub-unit.

3.2.3 The personal annual reports and subsequent summary of accomplishments should describe the steps taken to evaluate and improve the faculty member's performance, such as:

- Studying relevant literature in the field and incorporating new ideas and knowledge into one's professional assignment.

- Taking courses directly related to professional assignment; e.g., foreign languages, library science, computer science, business management, or subject specialty courses.

- Attending job-related seminars, panels, workshops and conferences.

- Professional development leaves to improve performance.

3.2.4 The personal annual reports and subsequent summary of accomplishments should document the creative results which are an outgrowth of performance in the professional assignment. Only those creative works directly focused on professional assignment will be considered for rank advancement and continuing status review. Examples include the following:

- Researching, inventing, and implementing significant and effective library procedures, tools, or other innovative techniques, processes, or systems that result in the improvement of library services.

- Presenting research or innovative or unique information at library conferences and professional meetings.

- Publishing significant and original contributions that reflect the primary focus of one's professional assignment.

4. CONTINUING STATUS

The University views Continuing Status as the most important long-term commitment it makes to the faculty member. It is not granted lightly nor automatically upon completion of the probationary period, but is based on excellent performance and the promise of continued excellence and professional growth. While the evaluation of an individual for continuing status is based to a great extent on a person's performance in a particular department or unit of the library, it is also critical that the librarian demonstrate qualities which extend beyond the requirements of a particular job and which support the university's mission of teaching, research, and service. This status protects the librarian from termination without cause and without a hearing. Implicit in the granting of continuing status is an understanding that the librarian has demonstrated a high level of professionalism and will continue to exhibit this same level of professionalism throughout his or her career. Evidence of promise and commitment sufficient to warrant continuing status at the university is measured by satisfactory performance in two areas:

- A proven record of university citizenship, as defined in section 3.1.

- A proven record of achievement in all areas of the faculty member's library assignment, as defined in section 3.2.

4.1 Continuing Status Review Procedures

4.1.1 The first six years of service after the initial appointment to a professional rank on a continuing faculty status track shall be a probationary period during which the faculty member's performance will be reviewed annually and discussed in an interview with the department chair and division head. After six years, faculty members who perform satisfactorily in the areas of citizenship and librarianship will be considered for continuing faculty status. A candidate may choose to apply for promotion to Associate Librarian at the same time the final review takes place.

4.1.2 Faculty members will have two continuing status reviews. During the spring of the third year, an initial review of all probationary faculty will be conducted. wherein the progress of each new faculty member will be assessed. A final continuing status review will occur during the candidate's sixth year of employment at a professional rank. This means that candidates must submit their applications at the beginning of their sixth year.

4.1.3 The timetable for initial or third-year reviews is as follows:

Candidates' applications to division committee	January 15
Division reviews to library committee	February 10
Library committee reviews to University Librarian	March 1
Library reviews to University committee	March 20
Preliminary decisions to University Librarian	April 10
Final decisions to faculty members	May 1

4.1.4 The Rank Advancement and Continuing Status Committees must recommend one of the following:

- Progress to date is satisfactory and the faculty member is admitted to candidacy for continuing status to be determined by review in the beginning of the sixth year; or

- Progress to date is deficient as specifically outlined in writing, but the faculty member will be offered employment for an additional period, to be specified, but with a final review for continuing status no later than in the sixth year; or

- Progress to date has been unsatisfactory and a terminal contract for a specified period will be issued.

4.1.5 Committees for this purpose and procedures will be the same as those outlined in section 6.1, except that the reviews for continuing status are not initiated by the candidate but occur as specified in 4.1.1 and 4.1.2 following the initial appointment.

4.1.6 After the division committee has made its decision on each application, the committee chair will contact the division faculty holding continuing status to obtain a vote to support or oppose the committee's recommendation. The applicant's file will be made available to those who wish to review it prior to casting their vote. If, in the opinion of the committee chair, any faculty objections introduce serious questions regarding the candidate's qualifications, the objectors will be asked to present their concerns to the full committee for additional review and a final decision.

4.1.7 At the final sixth-year review, a decision will be made concerning appointment to continuing faculty status. Candidates so appointed will have clearly demonstrated by their performance that they meet the criteria set forth by the library and the university. Sixth-year continuing status reviews are final and cannot be delayed or expedited, except in unusual circumstances as authorized by the Academic Vice-President.

If a candidate fails to achieve continuing faculty status, the university, at its sole discretion, may grant such an individual a one-year temporary position in order for that individual to seek employment elsewhere.

4.1.8 Recommendations, statements of concurrence or non-concurrence, and other documentation will be forwarded to the University Professional Rank Advancement and Continuing Status Committee.

4.1.9 The timetable for the sixth-year continuing faculty status review is:

Candidates' applications to division committee	September 1
Division reviews to Library committee	October 15
Library committee reviews to University Librarian	November 8
Library reviews to University committee	December 1
Preliminary decisions to University Librarian	March 1
Final decisions to faculty	May 1

4.1.10 In unusual cases in which persons have previously held tenure at other universities and have significantly established themselves in the library profession or provided significant service in a position outside of the library, the final review for continuing status may occur at the beginning of the fourth year after appointment or, in very unusual cases, the University Librarian may, upon recommendation of a Search Committee and with the concurrence of Division and Library Rank Advancement Committees, petition the Academic Vice-President for an initial appointment with continuing status.

5. RANK ADVANCEMENT

Faculty members may be considered for appointment or advancement in rank when they have met the established qualifications. Advancements are given to reward ability, initiative, productivity, and excellence--not merely time in rank.

As library professionals advance in rank, the quality of their performance should continually improve. Accomplishments used for advancement to one rank will not be accepted as justification for advancement to higher ranks. Evidence of continued growth and achievement must be submitted.

5.1 Criteria

5.1.1 Assistant Librarian. Qualifications for appointment to the rank of Assistant Librarian are:

- Demonstrated competence or clear promise of ability as a professional librarian.

- Required skills and knowledge appropriate to the position as defined in the position description.

- A master's degree in library science or equivalent education as defined in the position description.

- A commitment to university citizenship.

- A commitment to professional contributions in the field of librarianship.

5.1.2 Associate Librarian. Qualifications for promotion to the rank of Associate Librarian are:

- A proven record of university citizenship, as defined in section 3.1 and 3.1.1.

- A proven record of achievement since appointment as Assistant Librarian. This encompasses the three areas of librarianship defined in sections 3.2.2, 3.2.3, and 3.2.4.

▪A minimum of six years of service as an Assistant Librarian. This means that the review for promotion could take place during the candidate's sixth year of appointment and at the same time she/he applies for the sixth year review for continuing status. Therefore, candidates may apply at the beginning of their sixth year.

5.1.3 Senior Librarian. Promotion to the rank of Senior Librarian is not a reward for long service, but a recognition of outstanding contributions with every expectation of continuing contributions at the highest level of professional performance. Qualifications for promotion to Senior Librarian are:

▪A sustained record of university citizenship, as defined in section 3.1 and 3.1.1.

▪A sustained record of outstanding achievement since appointment as Associate Librarian. This encompasses the three areas of librarianship as defined in sections 3.2.2, 3.2.3, and 3.2.4.

▪A minimum of five years of service as an Associate Librarian. This means that at minimum the review for promotion could take place during the candidate's fifth year of service in rank, therefore, candidates may apply at the beginning of their fifth year.

5.2 Rank Advancement Review Procedures

5.2.1 Individuals may be considered for advancement from Assistant to Associate Librarian at any time during or after their sixth year of employment at the Assistant rank. Individuals may be considered for rank advancement from Associate to Senior Librarian at any time during or after their fifth year of employment at the Associate rank.

5.2.2 Each candidate for rank advancement must submit a completed application to her/his division rank advancement committee by September 1.

5.2.3 Each candidate must be evaluated on all criteria as set forth in the rank advancement and continuing status guidelines and must provide documentation of a comprehensive and balanced program of achievement in the various aspects of citizenship as described in section 3.1 and librarianship as described in section 3.2.

5.2.4 Each division committee must submit its recommendations to the library committee by October 15.

After the division committee has made its decision on each application, the committee chair will contact the division faculty holding continuing status and at least the rank for which each candidate is applying, to obtain a vote to support or oppose the committee's recommendation. The applicant's file will be made available to those who wish to review it prior to casting their vote. Faculty members casting negative votes will be invited to submit confidential memoranda to the committee chair detailing their concerns. If, in the opinion of the committee chair, any faculty objections introduce serious questions regarding the candidate's qualifications, the objectors will be asked to present their concerns to the full committee for additional review and a final decision.

5.2.5 Each applicant will receive notification of the division committee's decision by October 15.

5.2.6 A statement of concurrence or non-concurrence with the division recommendation by the division head must accompany the materials submitted to the library committee.

5.2.7 All recommendations, positive or negative, must be forwarded to the library rank advancement and continuing status committee. All supporting documentation required by the library or by the division, and any documentation that the candidates choose to submit to the committee, should be forwarded with the recommendations.

5.2.8 The library committee will review the recommendations of the division and the statement from the division head, append their own recommendations and comments, and forward these to the University Librarian by November 8. Each applicant will receive notification of the library committee's decision by that time.

5.2.9 A statement of concurrence or non-concurrence with the division and library recommendations by the University Librarian will accompany the materials submitted to the University Professional Rank Advancement and Continuing Status Committee by December 1. The University Librarian's decisions will also be communicated to the candidates at this time.

5.2.10 The recommendation of the University committee goes to the Academic Vice-Presidents Council and then to the President who grants rank or continuing status.

5.2.11 The dossier will be open to the candidate and those who provide references will be so informed.

6. PEER REVIEW

The performance of library faculty in their professional assignments warrants primary consideration. No advancement in rank or granting of continuing status will occur when a faculty member's performance in citizenship or librarianship is deemed less than proficient as evidenced by the annual evaluations. Nevertheless, a mechanical or rote performance of professional assignment alone will not be sufficient justification for advancement. As the criteria in sections 3.1 and 3.2 stipulate, faculty members must demonstrate sustained and innovative accomplishments to qualify for advancement in rank or continuing status. Because assignments vary within the library and emphases vary from year to year, it is not possible to equitably use numerical weighting factors. Peer review involves discretion, insight, thoroughness, and wisdom in evaluating every applicant for both overall excellence and appropriate balance.

The general expectation in the library and the university is that those faculty qualified to be appointed Associate Librarians will be mature professionals of recognized competence. It is expected that those qualified to be appointed Senior Librarians will have consistently excelled in their performance during their tenure as associate librarians.

6.1 Rank Advancement and Continuing Status Committees

All rank advancement and continuing status decisions will be considered by at least two peer committees: 1) a Division Rank Advancement and Continuing Status Committee, and 2) a Library Rank Advancement and Continuing Status Committee.

The Library Rank Advancement and Continuing Status Committee will be appointed by the Library Administrative Council. The committee will be composed of five members representing all library divisions. Members will serve staggered three-year terms. The chair will be elected by the committee from among those who have served on the committee for at least one year. Members of the committee must themselves hold continuing status, and the various ranks will be represented.

Two members of the Division Rank Advancement Committee will be appointed by the Division Head and three will be elected by the division faculty. Members of the committee must themselves hold continuing status. Members will serve staggered three-year terms. A division may constitute its committee as it chooses beyond these minimum criteria.

6.2 Administrators' Role

In implementing the rank advancement and continuing status programs of the library, the division heads and department chairs should direct division faculty members towards qualifying for rank advancements through goal setting and annual evaluation interviews and should encourage faculty to apply for advancements when they are fully qualified. By June 1 of each year, the Library Personnel Officer will notify all faculty who are eligible to apply for rank advancement or scheduled for continuing status review. The department chair, division head, and chairs of the division and library rank advancement committees of each eligible faculty will also be notified by the Library Personnel Office.

6.3 Appeals

6.3.1 Candidates may appeal the decision of a Division Committee or of the Library Committee to the University Librarian. These appeals will be initially considered by the Library Administrative Council. In some cases, at the discretion of the University Librarian, a special review committee may be appointed to reconsider, de novo, the candidate's documentation.

6.3.2 Candidates may appeal the final decision to the Academic Vice-President, following an unsuccessful appeal to the University Librarian.

6.3.3 All appeals must be initiated within two weeks of the time when the candidate was informed of the committee's or University Librarian's decision.

6.3.4 In an unusual case where the university committee overturns the recommendation of the division and library committees and the University Librarian, an appeal may be submitted to the Academic Vice President within two weeks of the time the candidate is notified of the university committee's decision.

UNIVERSITY OF DELAWARE LIBRARY

RANK AND PROMOTION SYSTEM

University of Delaware Library
Newark, Delaware 19717-5267
1997
(With index distributed February 1998)

INTRODUCTION

Professional librarians holding continuing appointment within the University of Delaware Libraries hold one of four ranks, assigned to reflect and express the professional status and accomplishments of an individual, rather than the administrative nature or level of the individual's immediate position or responsibilities.

The assignment of rank to the individual rather than to the position affirms the principle that librarianship is a profession within the academic community. This policy is committed to the rewards of professional achievement, recognizing that librarianship is a complex field in which a wide variety of skills and talents are valued and that the quality of the library's contribution to the institutional goals of the University is enhanced by the professional excellence of all individual librarians.

The titles assigned to the four ranks, and the criteria by which accomplishment is to be measured and rewarded within each rank, confirm the unique status of librarianship within the academic professions as distinct, with its own values and concerns and its own appropriate areas of activity. The professional librarian's initial rank upon appointment is determined by the criteria established for each rank and by the individual's status and achievements prior to appointment at the University of Delaware. Promotion within the system is to be awarded by means of the procedures developed within this policy.

The maintenance of standards and the recognition of achievement are the responsibility and privilege of the profession as a whole and are shared by each of its members. To provide the librarians of the University of Delaware the opportunity to discharge this responsibility, peer evaluation is one element of the promotion procedure. Although final authority within the library for appointment and promotion decisions rests with the Director of Libraries, a committee of peers helps to keep the evaluation process consistent, systematic, broad-based, and fair.

The term "peer" refers to all librarians in the professional librarian ranks at the University of Delaware Library except the Director of Libraries. This peer group is eligible for promotion through this rank and promotion system. To ensure that committee members have an adequate professional knowledge, only peers from the top three ranks may serve on the Promotion Committee and the Appeals Committee.

SECTION I: RANKS

Assistant Librarian

Appointment

For initial appointment to the rank of Assistant Librarian, the candidate must meet the requirements of a professional librarian. These will normally include a master's degree in library science from an accredited library school, references, academic qualifications, and other characteristics which indicate potential for success in librarianship. This rank designates the beginning level of librarianship assigned to individuals who have little or no pertinent professional experience in research or academic librarianship.

Reappointment

Reappointment requires excellent job performance, evidence of growth, and demonstrated potential for further achievement.

Term of Appointment

Appointment at the level of Assistant Librarian will not be continued beyond three (3) years, and any Assistant Librarian who fails to qualify for promotion to Senior Assistant Librarian after three (3) years will receive a terminal contract for the fourth (4th) year in rank.

Professional librarians holding continuing appointment within the University of Delaware Library at the rank of Assistant Librarian, but whose employment status is less-than-full time, are governed by the criteria and procedures outlined in the **University of Delaware Rank and Promotion System.** Such individuals may request an extension of their allowed service time in rank subject to the provisions outlined in APPENDIX VI.

Senior Assistant Librarian

Appointment

Initial appointment to the rank of Senior Assistant Librarian is based upon a candidate's record of successful performance and demonstrated promise of productive professional activity in the future. Candidates for appointment at the rank of Senior Assistant Librarian normally will have earned a master's degree from an accredited library school and previous professional experience in a research or academic library.

SECTION I: RANKS (Continued)

Promotion

For promotion from Assistant Librarian to Senior Assistant Librarian, excellence in job performance is the single most important factor to be considered. The individual must also demonstrate potential for development and achievement in other areas as described here. Assistant Librarians cannot apply for promotion unless they have been in their current rank since July 1 of the previous year.

Reappointment

Reappointment requires excellence in job performance, evidence of continuing growth in job development, and involvement in professional development activities; research/academic/creative activities; library/university/community service activities.

Term of Appointment

A Senior Assistant Librarian must be reviewed and promoted by the end of the fifth (5th) year in rank. A senior Assistant Librarian who fails to qualify for promotion by the end of the fifth (5th) year in rank will receive a terminal contract for the sixth (6th) year in rank.

Professional librarians holding continuing appointment within the University of Delaware Library at the rank of Senior Assistant Librarian, but whose employment status is less-than-full time, are governed by the criteria and procedures outlined in the **University of Delaware Library Rank and Promotion System**. Such individuals may request an extension of their allowed service time in rank subject to the provisions outlined in APPENDIX VI.

Associate Librarian

Appointment

Initial appointment to the rank of Associate Librarian requires a documented record of excellent performance and evidence of achievement in the areas of professional development activities; research/academic/creative activities; and library/university/community service. Candidates for appointment at the rank of Associate Librarian normally will have earned a master's degree from an accredited library school and appropriate professional experience.

Promotion

For promotion to the rank of Associate Librarian excellence in job performance remains the most important factor, but the other criteria described here are given increasing weight. Promotion to the rank of Associate Librarian indicates that the individual has mastered the

SECTION I: RANKS (Continued)

skills and techniques of librarianship, has a sustained record of excellence in job performance, and has made meaningful professional and/or scholarly contributions. Senior Assistant Librarians cannot apply for promotion unless they have been in their current rank since July 1 of the previous year.

Reappointment

Reappointment requires excellence in job performance, and a sustained and consistent pattern of professional development, research/academic/creative activities, and service accomplishments.

Term of Appointment

The rank of Associate Librarian is the principal professional and career rank.

Librarian

Appointment

Initial appointment to the rank of Librarian requires outstanding contributions in previous positions, professional leadership, and/or scholarly achievement. Candidates for appointment at the rank of Librarian normally will have earned a master's degree from an accredited library school. Candidates must also have demonstrated library experience in positions of increasing responsibility or advanced knowledge and skill in their area of expertise. A pattern of significant contributions in the areas of professional activities, academic/creative activities, and library/university/community service is necessary.

Promotion

Promotion to the rank of Librarian requires a sustained record of excellence in job performance and significant professional, scholarly, and service accomplishments. Promotion to the rank of Librarian acknowledges outstanding performance in positions of increasing responsibility or advanced knowledge and skill in an area of expertise, and sustained career accomplishments. Associate Librarians cannot apply for promotion unless they have been in their current rank since July 1 of the previous year.

Reappointment

Reappointment is based on the same criteria used for promotion to the rank of Librarian.

SECTION I: RANKS (Continued)

Term of Appointment

The rank of Librarian is the highest professional and career rank.

Affiliate Librarian

Appointment

Librarians holding temporary non-continuing appointment are appointed at the rank of Affiliate Assistant Librarian, Affiliate Senior Assistant Librarian, Affiliate Associate Librarian, or Affiliate Librarian. For initial appointment to the affiliate ranks, a candidate must meet the requirements appropriate to the position to be filled. These normally include an earned master's degree in library science from an accredited graduate library school, references, and appropriate academic qualifications.

Reappointment

Reappointment requires excellence in job performance and will be subject to University of Delaware Policies relating to appointment made for temporary appointment.

Term of Appointment

Appointment to the rank of Affiliate Librarian is by one year term appointment, and may be renewable indefinitely. Librarians holding the rank of Affiliate Librarian who successfully apply for regular appointment will be appointed to an appropriate rank as determined by the Director of Libraries based on the Rank and Promotion System.

SECTION II: CRITERIA

Like the titles recommended for the four ranks, the criteria established as the measure of the librarian's contribution to the institution and to the profession are uniquely appropriate to librarianship. The criteria enumerated and discussed below reflect the duties and responsibilities of the professional librarian and attempt to define meaningful areas in which the librarian can and should strive for excellence.

The general criteria for promotion in rank comprise four categories: 1. Quality of performance in the area of the candidate's primary job responsibilities; 2. Professional development activity outside the library; 3. Research, academic achievement, and creative activity; 4. Participation in University affairs and community service. The criteria are not of

SECTION II: CRITERIA (Continued)

equal significance and the degree of importance given to any one of them may vary from one candidate to another.

It is the intent of the system to foster the professional development of the individual through external activities, including participation in professional organizations, research and publication, the pursuit of advanced degrees, and similar activities, but such activities should not be done at the expense of fulfillment of responsibilities to the University of Delaware Library. Although talents, inclinations, and specialties of individuals and demands of positions may vary, excellence in job performance is the single most important criterion which must be met for any promotion.

Advancement in rank is not automatic upon cumulation of years of experience, but is based on appraisal of the performance of each librarian. The following specific criteria describe the fundamental factors considered in making recommendations for promotions in rank. They apply to all levels of rank, although expectations of growth and accomplishment increase at each level.

Criterion 1: Job Performance

A high quality of performance in the area of the librarian's assigned responsibility is the most important and essential criterion for promotion in rank. Performance is defined as the fulfillment of the responsibilities of the librarian's primary assignment and growth beyond the minimum requirements of that assignment. The ability to carry out competently and independently the full range of library functions pertaining to the librarian's particular assignment must be demonstrated. In addition, certain characteristics are common to the evaluation of the job performance of every librarian at each rank. Factors to be considered here are: consistency of performance, ability to innovate, ability to organize work, response to criticism and suggestions, dependability, accuracy, ability to relate job functions to the more general goals of the library and University, professional commitment, adaptability, effective communication skills, quality of decision making, and leadership.

Documentation of excellence in job performance in a librarian's application for promotion is provided by a mandatory letter of evaluation from the supervisor(s) and from other sources of the individual's choosing. The letter(s) of the supervisor(s), while certainly of major significance, may not be the only element in the determination of the quality of job performance. Additional evidence provided by the candidate can strengthen the individual's case and provide support for statements made in the summary of accomplishments and in the letter(s) of the supervisor(s). A candidate's colleagues can be used as references to provide important assessments of the quality of performance in specific areas of work (e.g. work on the reference desk). Staff reporting to the candidate and/or administrative staff such as Assistant Directors may be able to provide additional information that adds weight and strength to the case for excellence in job performance. Finally, a candidate may consider adding material from annual evaluations, if appropriate, but this is not in any way mandatory.

SECTION II: CRITERIA (Continued)

Evidence of growth beyond the minimum requirements of the primary assignment may be indicated by, but not limited to, the following:

1. A willingness and ability to take on new or more complex responsibilities, e.g., assuming a responsibility at the request of one's supervisor or offering to take on a responsibility which would benefit the department and library.
2. Meaningful participation in departmental or library-wide decision making, e.g., offering constructive suggestions and criticisms in meetings, showing willingness to assist in implementation of decisions, active participation in library committees.
3. Initiating new projects, procedures, or services which contribute to departmental or library goals, e.g., development of a new procedure which facilitates the processing of materials.

Criterion 2: Professional Development

Excellence in academic librarianship implies the ongoing commitment to professional growth with evidence of a thorough understanding of and commitment to the field of librarianship. Evidence of professional growth can be demonstrated through activities in the professional and scholarly associations. Meaningful professional growth can also come from contributions in appropriate areas of subject, language, or technical specialization. Librarians seeking the ranks of Associate Librarian or Librarian must show evidence of continued intellectual growth and/or evidence of an increasing reputation in the profession. Leadership positions, consulting work, or assignments to special projects or task forces are examples of an increasing reputation.

Librarians at all levels are expected to hold memberships in and attend meetings of professional and scholarly organizations. Librarians seeking promotion are strongly encouraged to become active participants in those organizations through committee work, presentations, and service to the organizations; librarians seeking the ranks of Associate Librarian and Librarian must demonstrate a sustained record of meaningful professional activities and contributions.

Examples of appropriate activities include but are not limited to:

1. Membership and participation in professional library organizations and learned societies on local, state, regional, national, and international levels, e.g.:
    a. Committee assignments;
    b. Offices held in such organizations;
    c. Presentation of papers;
2. Organization of, or participation in professional meetings, seminars, institutes, conference programs, workshops, courses;
3. Substantive consulting services provided to other libraries or academic institutions and organizations;
4. Brief written contributions to the profession, e.g., participation in listserv discussions, brief book reviews;

5. Awards, grants, fellowships, honors.

Criterion 3: Research/Academic Achievement/Creative Activity

Excellence in academic librarianship implies the ongoing commitment to academic, intellectual, and creative activity.

Examples of such activities include but are not limited to:

1. Publication of books, articles, research papers, exhibit catalogs, scholarly book reviews, bibliographies, chapters contributed to published books, articles contributed to compilations, handbooks in an area of subject/language specialization or which relate to professional matters;
2. Editorship or acknowledged contributing editorial services for professional or other scholarly journals, series, or compilations;
3. Creation, development, and implementation of courses in librarianship or in one's field of subject/language specialization;
4. Artistic and creative activities and works;
5. Advanced studies such as:
    a. Continuing education activities; e.g., participation in a non-degree program through formal courses;
    b. Completion of advanced degrees in an academic discipline;
    c. Completion of an advanced certificate or Ph.D. in librarianship or information science;
    d. Acquisition of additional foreign language skills;
    e. Acquisition of other skills, e.g., statistical analysis, computer programming;
6. Self education toward a specific goal;
7. Awards, grants, fellowships, honors;
8. Professional lectures or presentations to the University or to learned societies.

Criterion 4: Library/University/Community Service

Service in these areas is manifested by the quality and extent of contributions made through service on committees, task forces, civic organizations, even though such service may be unrelated to the individual's primary area of responsibility. Among the factors to be considered are: fulfillment of basic obligations of attendance and participation, working relations with other members, chairing of subcommittees, timely completion and quality of committee assignments.

Examples of appropriate activities include but are not limited to:

1. Participation in internal library committees, task forces, search committees;
2. Service on University committees and task forces, service in Faculty Senate and Professional Advisory Council, and other professional committees and working groups;
3. Service in community agencies and civic organizations;
4. Professional service on boards or committees of local, state, regional or national agencies;
5. Professional lectures or presentations to library, university, community or civic organizations;
6. Development of major new programs within the University Library or the University as a whole which contribute to departmental, Library or University goals.

APPENDIX V: DOSSIER CONTENTS AND RESPONSIBILITIES OF CANDIDATES

Recommendation for promotion is to be based on thorough and objective evaluation of a candidate's accomplishments within the criteria developed in Section II of the Promotion Policy. It is the candidate's responsibility to include evidence of activity and achievement within the criteria during the evaluation period. The evaluation period is normally defined as the period that the candidate's existing rank is held at the University of Delaware Library. The evaluation period for applications for promotion to all ranks for criterion 1 (Job Performance) and criterion 4 (Library/University/Community Service) is the period that the candidate's existing rank is held at the University of Delaware. For candidates applying for promotion to the career ranks of Associate Librarian and Librarian, the evaluation period for criterion 2 (Professional Development) and criterion 3 (Research/Academic/Creative Activity) may encompass a candidate's entire professional career, so that the overall pattern or evolution of a career may be viewed in its entire context. Evidence of activity and achievement is to be presented in a dossier submitted by the candidate at the time of application for promotion.

A. Mandatory.

All applications for promotion must include the following:

General:

1. Cover letter of request for promotion indicating present rank, date of appointment or promotion to rank, and rank to which promotion is requested.

APPENDIX V: DOSSIER CONTENTS AND RESPONSIBILITIES OF CANDIDATES (Continued)

2. A complete curriculum vitae which should be updated to include all activities and accomplishments since date of appointment or promotion to present rank.

3. Names of persons other than immediate supervisor(s) who will be consulted for references in support of the application for promotion. Area(s) of criteria or achievement(s) to be discussed by each reference should be indicated. In order to provide the Promotion Committee with broad-based documentation of achievements, candidates should supply sufficient references to document their entire range of achievements. Candidates seeking promotion to the rank of Senior Assistant Librarian should provide the names of at least three references but no more than five references; candidates seeking promotion to the rank of Associate Librarian should provide the names of at least five but no more than nine references; and candidates seeking promotion to the rank of Librarian should provide the names of at least seven references, but have no limitation on the maximum number of references they may supply.

Criterion 1: Job Performance

1. Job and assignment descriptions and significant accomplishments within position since date of appointment or promotion to present rank. Accomplishments may include those which are sustained over the entire period of time in rank and those which represent significant projects, responsibilities, or innovations that occurred during a fixed period within a part of the time in rank. Complete details of duties and accomplishments will assist in the evaluation of the candidate by Promotion Committee members from Library divisions other than that of the candidate.

2. Names of all supervisors at the University of Delaware Library since July 1 of the previous year. These supervisors will be contacted as references to provide documentation of the candidate's entire range of achievements, but particularly in the area of job performance.

B. Variable.

All applications for promotion will include in this section evidence of accomplishment within applicable criteria, including additional support beyond the mandatory documentation for Criterion 1, Job Performance. Criteria 2, 3, and 4 will vary in importance and in balance. The evidence brought within each will differ from candidate to candidate, and the weight assumed by each within the final evaluation will vary. Presentation of evidence of accomplishment within the criteria may include, but is not limited to the following:

Criterion 1: Job Performance

1. Letters of recommendation from colleagues within the Library.

APPENDIX V: DOSSIER CONTENTS AND RESPONSIBILITIES OF CANDIDATES (Continued)

2. Letters of recommendation or commendation from chairs or other committee members of job-related Library committees or working groups.

3. Letters of reference from Library employees reporting to the candidate, whether professional staff, salaried staff, or student workers.

4. Use of the appropriate Assistant Director as an additional reference.

5. Commendations or assessments of job performance (e.g. material from annual evaluations, letters of gratitude, correspondence with faculty or other University personnel).

6. Major products or reports of significance to the Library or Division that were produced as a part of the candidate's job responsibility (e.g. written procedures or policies, training documentation, or instructional materials).

Items 1-4 above may be in the form of additional references provided to the Promotion Committee, as detailed in the General section of the Mandatory contents (Part A of this Appendix), or as letters known to the candidate and included as a part of the contents of the dossier itself.

Criterion 2: Professional Development

1. Membership and participation in professional library organizations and learned societies on local, state, regional, national, and international levels. Within each organization:
    a. Committee assignment(s), scope of committee(s), date(s) of service, and the name(s) of the chairperson(s) of the committee. The chairperson or other appropriate member of the committee may be included as a reference under Part A. Mandatory section. General, number 3.
    b. Office(s) held and date(s) of service.
    c. Presentation of paper(s), lecture(s), etc. and date(s) of presentation(s).

2. Evidence of organization of, contributions to, and/or participation in professional meetings, seminars, institutes, conferences, workshops, courses by sponsoring body, date, and location.

3. Name(s) of institution(s) or organization(s), date(s) of work, and report(s) written, if applicable, for consulting services provided to other libraries or academic institutions and organizations.

4. Representative samples of brief written contributions to the profession, e.g. printouts of significant contributions to listserv discussions, photocopies of brief book reviews.

5. Awards, grants, fellowships, honors.

APPENDIX V: DOSSIER CONTENTS AND RESPONSIBILITIES OF CANDIDATES (Continued)

6. Evidence of other activities appropriate to this criterion.

7. Representative letters of acknowledgment, commendation or evaluation of activities and participation within this criterion.

Criterion 3: Research/Academic Achievement/Creative Activity

1. Citations of longer publications: books, extensive catalogs or bibliographies. Citations and representative copies of shorter publications; e.g., articles, research papers, scholarly book reviews, chapters contributed to published compilations, handbooks.

2. Evidence of editorial services for professional or other scholarly journals, series, or compilations.

3. Courses developed and offered, including dates.

4. Documentation of artistic or creative activities and works.

5. Transcripts or other evidence of continuing education activities or acquisition of other skills.

6. Awards, grants, fellowships, honors.

7. Evidence of professional lectures or presentations to the University or to learned societies, including dates and locations.

8. Evidence of other activities appropriate to this criterion.

9. Representative letters of acknowledgment, commendation or evaluation of activities within this criterion.

Criterion 4: Library/University/Community Service

1. Committee(s) or task force(s) and dates of service. Within each committee or task force: Committee or task force assignment(s), scope of committee(s) or task force(s), and the name(s) of the chairperson(s) of the committee or task force. The chairperson or other appropriate member of the committee may be included as a reference under Part A. Mandatory section. General, number 3.

2. University of Delaware Faculty Senate or Professional Advisory Council offices held and dates of office.

APPENDIX V: DOSSIER CONTENTS AND RESPONSIBILITIES OF CANDIDATES (Continued)

3. Evidence of service in community agencies and civic organizations.

4. Representative letters evaluating the professional service on boards or committees of local, state, regional or national agencies.

5. Lectures and presentations, including dates and location.

6. Evidence to show the development of major programs with the University Library or the University as a whole.

7. Evidence of other activities appropriate to this criterion.

8. Representative letters of acknowledgment, commendation or evaluation of activities and participation within this criterion.

At the time the dossier is submitted to the Assistant Director for Library Administrative Services, an inventory of its contents will be made. The candidate may make additions to the dossier to correct obvious mistakes and provide new supporting evidence which was not available at the time the dossier was first submitted. Additions to the dossier may be submitted to the Assistant Director for Library Administrative Services until November 30. Any additions will be added to the dossier and to the dossier inventory by the Assistant Director for Library Administrative Services. No materials may be removed from the dossier once it has been submitted to the Assistant Director for Library Administrative Services.

It is recommended that the dossier be organized by mandatory and variable criteria, and include a table of contents.

APPENDIX VI: EXTENSION OF TIME IN RANK

1. Extension by Exclusion of Time in Rank.

The period of service allowed for promotion may be extended by the exclusion of time in rank from a specified period by the request of an individual for one of the following reasons:

1a. Following the birth or adoption of a child;
1b. If an individual must devote substantial time to the care of a seriously ill or injured person;
1c. If an individual is temporarily disabled with a serious injury or illness.
1d. Other reasons which necessitate an approved leave of extended absence from an individual's normal job responsibilities.

APPENDIX VI: EXTENSION OF TIME IN RANK (Continued)

2. Extension of Time for less-than-full time status.

Professional librarians holding continuing appointment within the University of Delaware, at the ranks of Assistant Librarian and Senior Assistant Librarian, but whose employment status is less-than-full time are governed by the criteria and procedures outlined in the University of Delaware Library Rank and Promotion System. Such individuals may request an extension of their allowed service time in rank.

3. Procedures for Extension of time in rank.

3a. The exclusion or extension of time in rank will be for an integral number of years. The extension or exclusion will be one year for promotion from Assistant Librarian to Senior Assistant Librarian, and no more than two years for promotion from Senior Assistant to Associate Librarian.

3b. Requests for the exclusion of service time in rank or extension of service time in rank should be made in writing to the Director of Libraries, who will make a decision regarding such requests within thirty (30) days following receipt of the request.

APPENDIX VIII: ANNUAL CALENDAR

NOTE: With the exception of July 1, which marks the beginning of the promotion cycle which is based on the beginning of the University fiscal year, all dates refer to the closest working date. Minor adjustments to the promotion calendar may be necessary due to circumstances outside the promotion process.

At the beginning of each promotion cycle, the Assistant Director for Library Administrative Services will distribute a calendar which will reflect the actual dates the promotion process will follow for that year. This calendar will accompany the notice informing librarians that they may apply for promotion.

MAY 1	Distribution of ballots for vacancies on the Promotion Committee *
MAY 7	Ballots for vacancies on the Promotion Committee counted *
MAY 10	Results of the Promotion Committee election announced
MAY 20	Distribution of ballots for vacancies on the Appeals Committee *
JUNE 2	Ballots for vacancies on the Appeals Committee counted *
JUNE 5	Results of the Appeals Committee election announced
JUNE 30	First meeting of the Promotion Committee; chairperson elected
JULY 1	Beginning of the promotion cycle *
	Notice and calendar sent by the Assistant Director for Library Administrative Services
AUG 15	Letter stating intention to apply for promotion due to the Assistant Director for Library Administrative Services
SEPT 7	Promotion dossiers due to the Assistant Director for Library Administrative Services
NOV 1	All evaluations due to the Promotion Committee
NOV 30	Deadline for candidate(s) to add materials to dossier *
JAN 15	Committee recommendation(s) communicated in writing to candidate(s)

JAN 17	Committee recommendations and dossiers of candidate(s) who wish to remain under consideration are sent to the Director of Libraries
	Letter of intention to forward or withdraw application due to the Assistant Director for Library Administrative Services
FEB 20	Recommendations of the Director of Libraries communicated in writing to the candidate(s) and the Promotion Committee
FEB 22	Recommendations of the Director of Libraries and dossiers of candidate(s) who wish to remain under consideration for promotion are sent to the University Provost or designee thereof
MAR 1	Letter of Appeal due to the Assistant Director for Library Administrative Services
MAR 22	Appeals Committee decision communicated in writing to the candidate(s), the Promotion Committee, and the Director of Libraries
APRIL 4	Decision on reconsideration of the Promotion Committee communicated in writing to the candidate(s) and forwarded to the Director of Libraries
APRIL 15	Director of Libraries' decision on reconsideration communicated in writing to the candidate(s) and the Promotion Committee
	Dossiers and recommendations forwarded to University Provost or designee thereof

* Dates with an asterisk indicate that the described action must occur on that date; dates without an asterisk indicate that the described action may take place on or before that date.

UNIVERSITY OF SASKATCHEWAN LIBRARIES

University Library Standards for Promotion and Permanent Status

April 21, 1992

A - Preamble

Recommendations for Promotion and Permanent Status will be based on the standards in this document which have been accepted by the Librarians and the University Review Committee.

B - Categories

In assessing the performance of the employee, the Committee shall place the major emphasis on categories directly applicable to the responsibilities of the position.

(a) the Committee shall assess the degree of qualification and competence using standards outlined below and giving appropriate consideration to the past experience of the employee and the level of responsibility of the appointment.

(b) The categories are:

   (1) academic credentials (degrees, diplomas, professional qualifications, languages, special skills);
   (2) knowledge of the discipline and field of specialization;
   (3) practice of professional skills;
   (4) research and scholarly work;
   (5) contributions to the committee work or administrative responsibilities of the Library or of the University;
   (6) contributions to extension;
   (7) contributions to academic and professional bodies and public service. ("Public service" in this document does not refer to a division of the Library.)

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C - Terminology

For clarity of communication in permanent status and promotion proceedings throughout the University Library it is necessary to introduce a standard terminology for assessing a candidate's performance in each of the various categories. The following three levels of performance shall be used:

Does not meet the standard for promotion or permanent status;
Meets the standard for promotion or permanent status;
Meets the standard for promotion or permanent status at a superior level.

In most cases it will be necessary only to determine whether a candidate meets the standard or not.

In some cases it will be desirable to identify those who have made an unusually significant contribution, and for this purpose the term "meets the standard at a superior level" should be used. If this term is to be useful, it is necessary that all parts of the University use the word in approximately the same sense. The word implies the making of a comparison and it is therefore necessary to indicate if very few are to be considered superior or if a substantial number qualify. The meaning to be given the word superior in this document is indicated by stating that in a sufficiently large group of comparable persons not more than about a third are to be rated superior.*

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* Only in large groups can one expect approximation to such a norm. For example, the appropriate group for evaluating teaching is something of the size of a large college or of the whole University; the concept superior teaching is defined by the expectation that about one-third of such a group would be superior. It will be realized that there is no implication that one-third of the teachers in a particular department or small college will be superior. Some units may have a high proportion of superior teachers and some may have few. The same remarks apply to research and scholarly work, but the comparable group is different. For example, it might be persons of similar standing in the same discipline in Canada. Of course, there is no way in which one can actually compare a given individual's teaching with that of all the faculty in the University or the candidate's research with that of the candidate's peers across the country in order to determine if they are in the top one-third. These illustrations are given solely to clarify the use of the word superior and to suggest the frequency with which it is to be applied in tenure and promotion cases.

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TABLE I - Minimum Requirements

	(1) Academic Qualifications	(2) Disciplinary Knowledge	(3) Professional Skills	(4) Research	(5) "Admin." (Committee work, etc.)	(6) Extension	(7) Public Service
Permanent Status of Librarian I	X	X	X	NR	NR	Required only if part of duties of position	NR
Promotion to Librarian II or Permanent Status of Librarian II	X	X	X	NR	NR	"	NR
Promotion to Librarian III or Permanent Status of Librarian III	X	X	X	X or	X	"	NR
or							
Promotion to Librarian III or Permanent Status of Librarian III	X	X	S*	NR	NR	"	NR
Promotion to Librarian IV or Permanent Status of Librarian IV	X	X	X	X	**	" **	**
or							
Promotion to Librarian IV or Permanent Status of Librarian IV	X	X	S	NR	**	" **	**

X = Candidate is required to meet the standard in this category.
NR = not required

* a rating of superior in category 3 may be substituted for ratings in category 4 or category 5.

** for promotion to Librarian IV or permanent status as a Librarian IV: a candidate is required to meet the standard in at least one of 5, 6, or 7.

The table should not be considered in isolation, but only in conjunction with the text as a whole, in particular those sections where the level of achievement designated as meeting the standard (for promotion or permanent status) is described.

For early or accelerated promotion, it is required that there be clear evidence the candidate's performance is superior in at least one of the categories 3 or 4.

D - Minimum Requirements

In addition to the detailed standards described in Section E below, there is one standard under the heading "Practice of Professional Skills" that is established as having universal application, viz:

> In all colleges, candidates for tenure [i.e. permanent status] and promotion are expected to conduct themselves in the practice of their professions and their university duties in such a way as to promote effectively the well-being of their departments, colleges, and the University.

The minimum levels of achievement for permanent status as Librarian I, Librarian II, Librarian III, and Librarian IV, and for promotion to Librarian II, Librarian III, and Librarian IV are shown in Table I.

If there is superior performance where no superior is required or if there is a contribution where there is no requirement for one, this fact is seen as a plus factor but does not compensate for failing to meet the standard in a required category.

E - Standards for Each Category

1. Academic Qualifications. Normally the degree of M.L.S., M.L.I.S. or its equivalent is required.

2. Knowledge of the Discipline and Field of Specialization. To qualify for permanent status, a candidate's knowledge of librarianship and of his or her field of specialization should be judged as meeting the standard. This will be judged with reference to his practice of professional skills (to be assessed as indicated below), and if applicable to the quality and quantity of his research and scholarly work (as indicated below). Other means of assessment may be used provided they offer reliable evidence.

Candidates for promotion must be shown to have maintained and extended their knowledge of librarianship and their field, as judged by the same methods.

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3. *Practice of Professional Skills*.

For librarians, practice of professional skills is the most important category. At any rank the candidate must meet the requirement in practice of professional skills for both permanent status and promotion. A rating of superior may be required in certain circumstances (see Table I).

A librarian's responsibilities and duties may be in one or more, but not necessarily all, of the following areas of librarianship:

(a) Bibliographic control of collections: bibliographic access to the collections through cataloguing and classification of materials; additions and revisions to the bibliographic data base of library holdings; establishment of policies and procedures for the above;

(b) Development of the collections: selection of library materials; analysis and evaluation of the collections; liaison with faculty regarding the collection; handling of gifts; establishment of policies and procedures for the above;

(c) Reference, information and instructional services: orientation to the organization of libraries to facilitate their use; instruction in the structure of the literature of a discipline; computerized information retrieval; selection of reference materials; establishment of policies and procedures for the above;

(d) Library systems: organization, planning, development, and maintenance of manual or automated procedures for the processing of Library materials;

(e) Administration: management or supervision of Library departments, functions, or personnel; contribution to the affairs and committees of the Library.

It must be emphasized that to adequately fulfill their role in the academic community, librarians are expected to be scholars in the widest sense of the word. Scholarly work may take the form of scientific investigation, or reflective inquiry from reading and observation. Scholarly work is expected to be incorporated in the operations of the University Library or to be of interest to the larger library community.

Candidates' performance shall be assessed in all areas in which they have had duties or have made contributions.

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Practice of Professional Skills . . . Cont.

Under this heading there will be normally three levels of performance as outlined under C.

The evaluation will be based upon written evidence:

- any documentation may be supplied by the candidate such as a personal statement, curriculum vitae, proposals and reports on innovations and/or procedures (practical or theoretical) that the candidate has devised; other reports from those acquainted with the candidate's work, etc.;

- reports from peers, supervisors or users acquainted with the candidate's work solicited by the Chair of the Promotions Committee and reports from the University Librarian will normally be part of the submitted documentation;

- where applicable and for promotion to Librarian III or higher, acceptable publications contributing to the scholarly component of the Practice of Professional Skills include professional publications, reports and presentations including indexes, bibliographies and reference guides, manuals, unpublished works such as position papers, reports distributed and contributing to the general knowledge of the profession, participation on professional panels, editorial work, written reviews, conference presentations, etc.

In applying the criteria for each of the ranks as outlined on the following pages, the evidence must address descriptively relevant elements among those listed in a) to m) below.

(a) ability to perform the functions of a professional librarian;
(b) scholarship exemplified by publications, presentations at meetings, etc.;
(c) ability to communicate with colleagues and users, both orally and in writing;
(d) completeness and accuracy of work;
(e) diversity and complexity of duties assigned;
(f) willingness to accept and perform duties out of hours as well as in regular hours;
(g) management and organizational ability;
(h) peer recognition;
(i) participation in professional development, conferences, workshops, and so forth;
(j) recognition of expertise as indicated by requests for consultations or workshops;
(k) recognition of expertise as indicated by positive user reaction;
(l) planning, implementing and evaluating continuing Library programs;
(m) where appropriate, acquisition of additional qualifications.

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Practice of Professional Skills . . . Cont.

The Practice of Professional Skills shall be judged at one of the three levels noted above in accordance with the criteria for each rank [see below E.3(i)-(iii)] and in categories relevant to the candidate's assignment and area of library specialization.

The assessment shall be based upon:
(a) quality of the contribution or performance;
(b) impact of the candidate's contributions;
(c) amount of time and effort involved;
and, where applicable,
(d) extent to which the work involves a scholarly component.

When a candidate's performance is judged to be superior in the practice of professional skills, some of the above factors would be expected to be present to a significant degree. Additional factors for a judgement of superior may also include:

(a) demonstrated ability to carry out extensive, well-organized programs;
(b) demonstrated ability to sustain a leading role.

(i) Permanent Status as a Librarian I:

Librarian I rank designates the beginning level of librarianship and is assigned to individuals who have completed the required graduate professional training, but have little or no pertinent experience in research or academic librarianship. This is the initial career rank.

The candidate should have demonstrated the ability:

(a) to apply theoretical and general library knowledge to academic library operations in the satisfactory practice of professional skills;
(b) to accept responsibilities;
(c) to work effectively with colleagues and co-workers;
and where applicable,
(d) to establish an effective and satisfactory relationship with users of the Library.

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Practice of Professional Skills . . . Cont.

(ii) Promotion to Librarian II or Permanent Status as a Librarian II:

Librarian II rank designates individuals who have adequately demonstrated professional skills, an affinity for academic and research librarianship and a potential for further development and accomplishment.

The candidate should have demonstrated the ability:

(a) to perform effectively the functions of a professional librarian with a degree of independence in the academic setting;
(b) to participate in and to contribute to library committee work at the departmental level or in a broader library context;
(c) to acquire and extend expertise applicable to the individual's assignment and to the Library's goals and objectives.

Although librarians at the Librarian I and II ranks are strictly speaking not required to exhibit a scholarly component, it is nevertheless desirable for them to do so in order ultimately to fulfill their role in the academic community. Any librarian aspiring to promotion or permanent status in a post above these ranks is clearly required to exhibit a scholarly component in the category of the Practice of Professional Skills.

(iii) Promotion to Librarian III or Permanent Status as a Librarian III:

Librarian III rank designates individuals who have demonstrated a high level of professional performance, and have made meaningful professional contributions. This rank recognizes individuals with substantial and successful experience as a Librarian II.

Consonant with their assignment/s and field/s of expertise or specialization candidates should have demonstrated the ability:

(a) to plan and carry out well-organized projects or programs;
(b) to provide advice and guidance in appropriate areas to peers, colleagues, and other library staff;
(c) to communicate with the library community in a clear and scholarly fashion in the form of written material;
(d) to exercise judgement in making contributions to the Library and to the profession.

In addition there must be evidence that development of professional skills is likely to continue.

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Practice of Professional Skills . . . Cont.

(iv) Promotion to Librarian IV or Permanent Status as a Librarian IV.

Librarian IV rank designates individuals who have made significant and successful contributions to the Library or the profession. This rank acknowledges sustained accomplishment as a Librarian III.

Consonant with their assignment/s and field/s of expertise or specialization, candidates should have demonstrated the ability:

(a) to initiate and develop procedures, projects or programs making effective and creative use of professional experience and/or research;
(b) to provide leadership to the Library or to the profession in appropriate fields of library practice;
(c) to examine and analyze issues relevant to the Library or the profession, and to communicate written results which contribute to the scholarly component of the practice of professional skills in a clear and scholarly fashion;**
(d) to exercise sound judgement in making contributions to the library, and to the theory and practice of librarianship and information science, which may include contributions to other academic or administrative disciplines germane to librarianship.

The basic assessment of practice of professional skills is best done by colleagues within the University of Saskatchewan Library, using the variety of methods and information sources available. It is inappropriate to ask external referees to attempt to assess that component. External referees can play a useful role in commenting on the scholarly component of the practice of professional skills, and on the candidate's involvement in and contribution to professional associations at the regional, national, and/or international level. Requests for comments of external referees shall be confined to the scholarly component of the practice of professional skills, i.e. on such things as technical reports, conference and workshop presentations, and contribution to regional or national committees.

In addition there must be evidence that development of professional skills is likely to continue.

** For the assessment of the scholarly component of the Practice of Professional skills the University Librarian is to select external referees who should be well known for their research in the field, who would be expected to know if the candidate's work is of the desired standard, who have not been colleagues or the candidate's graduate study supervisor, and who are at least of equivalent rank. Referees who are not in universities may be invited to comment. The candidate should be permitted to ask that particular referees be dropped on grounds such as suspected personal prejudice. It is the responsibility of the University Librarian to write letters requesting an evaluation of the candidate's scholarly contribution/s, enclosing a publication list, indicating that comments are sought only on research or scholarly aspects of the promotion to a Librarian IV or permanent status as a Librarian IV, and pointing out that the reply will not be seen by the candidate, but will be seen by committees.

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4. *Research and Scholarly Work.*

Under this heading there will normally be three levels of performance as noted under C.

Scholarly work is normally expected to be in written or published form and to be incorporated in the operations of the University Library and, at certain ranks, to be of interest to the wider library community or to the wider academic community.

Research and Scholarly work will be interpreted broadly to include material published in one or more of the following categories:

(a) Articles in journals which are indexed in either the standard abstracting and indexing services in librarianship or in an academic field;

(b) Published reviews or articles in the literature of librarianship or in an academic field;

(c) A monographic title (or titles) in the field of librarianship or in an academic field (as author, editor or editor/compiler);

(d) Contributions to scholarly or academic media 'published' in electronic format;

(e) Editorial work of a substantial nature on either journals or monographs;

(f) Published translation work of a substantial nature;

(g) Presentations to seminars or conferences;

(h) An aggregate of categories (a) - (g) above, which when taken together represent an adequate number and quality of publications.

> (i) Evaluation of this category is not required for Permanent Status as a Librarian I and for Permanent Status as or Promotion to Librarian II (see Table I).

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Research and Scholarly Work . . . Cont.

(ii) Promotion to a Librarian III or Permanent Status as a Librarian III.

There should be one or more accepted publications as defined in (a) - (f) above. Candidates should establish that research and scholarly work is in progress and that a sufficient amount of it has been completed in a form suitable for publication. Where there is no published material, the judgement of the quality and extent of the research should be made on the basis of an evaluation by the Promotions Committee or Permanent Status Committee of manuscript material which has been prepared for publication or delivery at appropriate conferences (see (g) above).

(iii) Promotion to Librarian IV or Permanent Status as a Librarian IV.

Candidates should have published significant results of work for which they have been largely responsible as defined in (a) - (f) above. If the published works are modest, there must be persuasive evidence of further work to be published or an otherwise adequately documented record of scholarly achievements (including (g) above).**

** At the discretion of the candidate the testimony of external referees may be sought. The University Librarian is to select referees who should be well known for their research in the field, who would be expected to know if the candidate's work is of the desired standard, who have not been colleagues or the candidate's graduate study supervisor, and who are at least of equivalent rank. Referees who are not in universities may be invited to comment. The candidate should be permitted to ask that particular referees be dropped on grounds such as suspected personal prejudice. It is the responsibility of the University Librarian to write letters requesting an evaluation of the candidate's research and scientific or scholarly reputation, enclosing a publication list, indicating that comments are sought only on research or scholarly aspects of the promotion to a Librarian IV or permanent status as a Librarian IV, and pointing out that the reply will not be seen by the candidate, but will be seen by committees.

5. *Contributions to the Administrative Responsibilities of the University.*

Librarians are expected to carry their fair share of committee work within the Library and within the University when called upon. Normal library administrative responsibilities are not evaluated here, but under "3. Practice of Professional Skills"

It will not be considered as being in the candidate's favour to volunteer for administrative work to the extent that the work detracts from performance of other responsibilities.

Factors to be considered in arriving at an assessment may include:

(a) attendance;
(b) amount of time and effort required or made available;
(c) quality of participation.

For a rating of "meets the standard at a superior level":

(a) extraordinary amount of time and effort involved;
(b) leadership, position of chair;
(c) impact of the candidate's contribution;
(d) noteworthy contributions.

In making these assessments, Committees should give careful consideration to the sources from which they may seek information.

6. *Contributions to Extension.*

Extension work may be defined as service provided to the community outside the University. It includes such tasks as conducting non-degree courses, workshops and conferences; writing information pamphlets; presenting material on radio and television; developing instructional modules; initiating experimental extension projects; providing advice and information on request to individuals, groups and communities; giving talks or lectures to lay or professional audiences; and generally providing liaison between the University and the community-at-large. If a candidate's contribution to extension is judged to be an important factor in coming to a favourable recommendation for permanent status or promotion, it must be demonstrated that such tasks were associated with the individual's position or professional abilities. The payment or otherwise of a fee should not be a factor in evaluating permanent status and promotion but the Library may wish to consider fees in deciding on the award of special increases. A candidate is considered to have met the standard if there is demonstrated willingness and ability to serve, and effective performance when an activity is undertaken.

The University encourages involvement in extension work and extension activities will be considered in the candidate's favour, but cannot be used to offset a deficiency in other categories.

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Contributions to Extension . . . Cont.

Factors to be considered in arriving at a judgement of effectiveness may include:

(a) publications for extension purposes;
(b) response of clients or audiences;
(c) peer evaluation;
(d) evidence of industry and creativity;
(e) time spent;
(f) number and magnitude of extension undertakings.

When a candidate's performance is judged to meet the standard at a superior level, the following additional factors would be expected to be present:

(g) demonstrated ability to carry out extensive, well-organized programs;
(h) repeated "demand" from clients;
(i) demonstrated ability to sustain a leading role;
(j) significant impact on the community (of the extension work).

7. *Public Service and Contribution to Academic and Professional Bodies.*

Public service responsibilities will be accorded recognition insofar as they entail application of the expertise or ability associated with a professional position in the Library.

The University Review Committee recognizes that it may not be desirable for a person in a junior rank to become too involved in such activities. For that reason, it does not expect an assessment in this category to be made for consideration of permanent status or promotion to Librarian II.

It will not be considered as being in the candidate's favour to volunteer for public service work to the extent that the work detracts from performance of the candidate's other responsibilities.

For the minimum standard, the following criteria can be used:

(a) record of service in provincial, national, or international organizations or committees;

(b) value to University of contributions made in such organizations;

(c) "demand" for consultative work;

(d) impact of work.

UNIVERSITY OF UTAH
http://www.lib.utah.edu/staff/librarians/policies/1.html

MARRIOTT LIBRARY

Academic Librarian Policy & Procedures

SECTION 1: ACADEMIC LIBRARIANS RANKS FOR APPOINTMENT, RETENTION, PROMOTION, AND CONTINUING APPOINTMENT

I. CRITERIA AND RANKS

A. Evaluative Criteria

A master's degree in library of information science is required of candidates for the professional position of academic librarian, except in special circumstances approved by the individual libraries.

Criteria for librarian performance in the three University of Utah Libraries are essentially the same; however, due to the nature of the Law Library and the Spencer S. Eccles Health Sciences Library, certain background criteria and service roles differ.

1. Review proceedings shall be conducted by colleagues or committees established for that purpose and shall be conducted according to applicable university regulations and faculty regulations.

2. Health sciences librarians assist with the research, education and patient care functions of a scientifically oriented faculty, staff and student community. Specialization in subject areas and the understanding of the organization and interrelationship of medical and health sciences disciplines and of medical bibliography are necessary.

3. The Law librarian is an integral part of the legal process, as he/she not only "keeps" the law but also provides direction to the law to all library users. In handling and disseminating information to the legal community (i.e. law students, law faculty and attorneys), the librarian must have a thorough understanding of legal materials and bibliographic tools. A demonstrated interest in the law and law-related fields is essential.

For purposes of appointment, retention, promotion and continuing appointment, academic librarians are judged by criteria relevant to each rank.

B. Academic Librarian Ranks, Definition and Specific Criteria

The ranking structure for academic librarians provides for professional and academic growth. The structure is divided into four categories, and performance within each category is evaluated by the criteria set forth. These criteria were developed with the idea that every librarian should have equal opportunity to meet each one, despite differences in position responsibilities and without regard to race, religion, gender, sexual orientation, color, national origin, age, or veterans or handicapped status.

1. Affiliate Librarian

A candidate for appointment to the rank of Affiliate Librarian ordinarily should hold a master's degree in library or information science from an American Library Association accredited graduate school. Other degrees and/or other qualifications may suffice in exception circumstances.

2. Assistant Librarian

A candidate for appointment or promotion to the rank of Assistant Librarian ordinarily should possess two years of professional library experience at the University of Utah or another institution. A second graduate degree either in library science or a related field may substitute for two years experience if approved by the appropriate committee of the individual library.

In the case of the health sciences library, a current Medical Library Association Certificate ordinarily is required.

3. Associate Librarian

A candidate for appointment or promotion to the rank of Associate Librarian ordinarily should possess five years of professional library experience in rank as an assistant librarian or equivalent either at the University of Utah or another institution.

In the case of the health sciences library, a current Medical Library Association Certificate ordinarily is required.

4. Librarian

A candidate for appointment or promotion to the rank of Librarian ordinarily should possess seven years of professional library experience in rank as an associate librarian or equivalent at the University of Utah or another institution..

In the case of the health sciences library, a current Medical Library Association Certificate is ordinarily required.

C. Pre-Continuing Appointment Probationary Period

1. Normal period

The normal pre-continuing appointment probationary period shall be seven years for a person whose initial appointment at the University of Utah is at the rank of Affiliate Librarian or Assistant Librarian and shall be five years for a person whose initial appointment at the University of Utah is at the rank of Associate Librarian or Librarian. When the effective date of appointment as an Academic Librarian is within the period from July 1 through December 31, the academic year in which the appointment becomes effective shall be the first year of the pre-continuing appointment probationary period. When the effective date of appointment as an Academic Librarian is within the period from January 1 through June 30, the following academic year shall be the first year of the pre-continuing appointment probationary period.

2. Credit for prior service

After an individual has held a position as Academic Librarian at the University of Utah for a minimum of two academic years, that individual may request acceptance of up to three years of prior equivalent professional service toward completion of the individual's pre-continuing appointment probationary period. When such a request is made, it shall be reviewed by the appropriate Academic Librarian's Retention, Promotion, or Continuing Appointment Committee. The committee's recommendation shall be reviewed by the appropriate library director before it is sent to the Academic Vice-President for a final decision. The responsibility for providing verification and evaluation of the individual's prior service rests with the library making the recommendation.

3. Waiver of probationary service

When substantial justification is provided by a library director or other academic officer of the university, the president, after considering the views of the appropriate committee, and of the appropriate library director, may eliminate or reduce the pre-continuing appointment probationary period and grant a continuing appointment to an academic librarian at any time.

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Promotion and Tenure Criteria

The Pennsylvania State University Libraries

PROMOTION AND TENURE CRITERIA

Preamble:

The University Libraries, promotion and tenure policies are designed to contribute to the academic and scholarly excellence of the University by the maintenance of high standards of librarianship. In accordance with University policy, general criteria „must be applied to promotion and tenure decisions in light of a detailed knowledge of the specific goals of an academic program or organizational unit and the specific qualities and competencies of the individual. The University,s complex organization and multiple missions make these academic judgments vital, since no one set of criteria can apply equally to all faculty members in all programs. Likewise, such diversity within the University entails promotion and tenure arrangements specifically tailored to the mission and organizational structure of its various academic units.‰ (HR-23) The purpose of this document is to specify further the University Libraries, understanding of the criteria and procedures for promotion and tenure.

The mission of the University Libraries is to optimize organized access to information in all formats to advance the instructional, research, and public service goals of the University faculty, staff, and students, at all locations of the University, and of the citizens of Pennsylvania. This role requires librarians to be involved actively with, aware of, and responsive to the information needs of academic programs, while at the same time, to work within the standards of the global library and information technology communities. Librarianship requires the ability to work cooperatively with colleagues and to apply local, regional, and national research initiatives to institutional needs. Librarianship differentiates the University Libraries, faculty from other collegiate faculty and, as such, is an additional and the most important criterion for evaluating librarians in the promotion and tenure process.

Promotion and tenure imply selectivity and choice. All appropriate criteria are applied to all candidates for promotion and tenure. Promotion requires achievement; tenure requires the promise of continued achievement. In a tenure review, the criteria are applied in progressively more exacting degrees depending on the rank held at the time of the review. In a promotion review, increasing levels of accomplishment are expected in each criterion since appointment or the most recent promotion.

Definition of Ranks: (HR-21)

Affiliate Librarian (no longer used)

The affiliate librarian should possess a graduate degree in library or information studies or other appropriate degree.

Assistant Librarian

The assistant librarian should possess the same degrees as the affiliate librarian; must have demonstrated potential ability as a librarian; and must have shown promise of growth in scholarship.

Associate Librarian

The associate librarian should possess the same qualifications as the assistant librarian, demonstrate mastery of librarianship and show evidence of an established reputation in scholarly achievement.

Librarian

The librarian should possess the same qualifications as the associate librarian, give evidence of marked capacity for creative work and show leadership in his/her field of specialization. The rank of librarian should be reserved for persons of stature in the library profession.

Criteria:

I. Librarianship Ability and Effectiveness

Librarians facilitate scholars, access to information in support of the research, teaching, and service missions of the University and are expected to be effective in an increasingly technological environment. Librarianship requires that the practicing librarian be conversant with the goals, standards, and conventions of the library profession, be able to interpret these within the specific institutional context and be able to develop collections and services appropriate within that context. Because of the nature of librarianship, the libraries, faculty contribute their expertise to collaborative endeavors and are also expected to demonstrate individual initiative and creativity. Candidates for promotion and tenure in the University Libraries are expected to demonstrate knowledge which contributes to the profession and to academic excellence.

Librarians have a broad range of individual assignments, and the specific goals and responsibilities of the Libraries' units will be recognized in the promotion and tenure process. Areas of demonstrated expertise in librarianship may include, but are not confined to, the ability to:

analyze information and organize it systematically so that it is readily retrievable by users, in accord with developing national and international standards, initiatives, and access methods

identify, deliver, and provide access to information through the development of Libraries, collections and information resources in all forms

instruct members of the University community in defining their information needs, in identifying and locating relevant information sources, in critically evaluating these sources, and in documenting their research

show leadership and innovation in the planning, development, and implementation of library initiatives within the context of University, Libraries, and national professional goals and objectives

Evaluative methods: Peer review; statements from administrators and colleagues; performance evaluation by appropriate administrators summarizing several years, performance; other relevant evaluation as appropriate.

II. Teaching Ability and Effectiveness (when assigned)

Teaching ability and effectiveness requires an „ability to convey subject matter to students; demonstrated competence in teaching and capacity for growth and improvement; ability to maintain academic standards, and to stimulate the interests of students in the field; effectiveness of counseling, advising and service to students.‰ (HR-23)

Teaching contributes to student growth and enables students to develop the base of knowledge necessary for continuous learning. In the information age, an understanding of the organization and use of information is a vital part of every student,s education. As information experts, librarians have a significant instructional role. They contribute in a variety of ways: through the teaching of credit courses, as well as non-credit workshop series and special programs, such as electronic seminars and continuing education; through contributions to the planning and development of the Libraries, formal instruction (Library Studies) program; and through contributions to other formal instruction programs in collaboration with non-Libraries faculty.

Evaluative methods for teaching or advising: Peer review; student evaluations; statements from appropriate administrators.

III. Research, Creative Accomplishments, and Scholarship

Faculty members at Penn State are expected to provide evidence of research and scholarly accomplishments that are consistent with the unit,s mission and goals. The discipline of the faculty of the University Libraries is librarianship/information science. Such accomplishments consist of significant individual works or significant participation in collaborative works. Contributions will be evaluated in the following areas: publication in peer-reviewed journals, books and other significant publication media in the discipline or in a subject field related to the individual,s primary assignment; membership in professional associations; presentations at professional conferences; receipt of professional honors and awards; consulting; and any other accomplishments demonstrating the candidate,s prominence and expertise in librarianship/information science.

Evaluative methods: Contributions as indicated above; external letters of assessment.

IV. Service to the University, the Public, and the Profession

Faculty members at Penn State are expected to contribute to the governance of the University or its various units, and to the diversity and intellectual life of the University and the community, and to participate in professional associations as officers and committee members. Contributions in this category may include but are not limited to: leadership or participation in university committees; leadership or participation in professional associations as officers or committee members; advising student organizations; fund raising; presentations or other responses to community organizations.

Evaluative methods: Awards and honors; letters or other written documents that attest to the effectiveness of the candidate,s contributions.

Revised 2/9/97
Revised and Approved by LFO 8/20/97
Approved by the Provost 10/27/97

Promotions and Tenure Policy for the Libraries

General Statement of Purpose

The following statements have been prepared for the purpose of informing the members of the faculty of the Libraries of Purdue University (hereafter referred to as the Faculty) of the policies and procedures followed in recommending them for promotion to higher academic rank and/or tenure.

General Criteria for Promotion and Tenure

The diversity of academic enterprise in the library profession is to be taken into account when promotions are considered. Administrative functions, committee service, special program management, contributions to staff development, leadership in community affairs, participation in scholarly and professional societies, membership on review panels, consultation to government agencies, research and publications, and the like are some examples of professorial roles worthy of appropriate recognition. It is recognized that quality is more important than quantity and that there is no substitute for creativity at the frontiers of a field of specialization. Creative achievements may include innovative instruction methodologies, implementation of information transfer systems, and library management program applications. Faculty members may contribute in many ways such as assisting in the production of scholarly publications, supporting curricula, organizing libraries, officiating in professional societies, and so on. Many other equivalents exist and have to be recognized by members of the successive committees on promotions. Length of service in rank is one of the criteria for promotion, but by itself it should not insure promotion or cause denial of promotion.

The tasks of Faculty members are to acquire, discover, appraise, and disseminate knowledge. They should communicate this knowledge to their immediate community of students and scholars, to their profession, and to society at large. Service to the institution, the community, the State, and the nation constitutes an important mission of faculty members. As a component of an institution of higher education with a commitment to excellence and a diversity of missions, the Libraries of Purdue University value creative endeavor, research, and scholarship; teaching in its many forms; and service and outreach activities.

Three criteria, which parallel those set forth in the University Promotion Policy Memorandum from Robert L. Ringel dated July 1, 1992, are presented for the benefit of each individual concerned and to help the promotion and tenure committees in their deliberations and evaluation. To be considered for promotion or tenure, a faculty member should have demonstrated excellence in at least one of these areas. Ordinarily, strength should be manifest in more than one of these areas.

1. Excellence of Performance within the Libraries

Library work at Purdue University refers to the whole range of activities of libraries and media specialists in developing and maintaining library collections, and in assisting and teaching users to better utilize the collections and services. Faculty members who excel are vitally interested in student and faculty use of the Libraries.

They contribute to improving the methods of teaching and learning through teaching the use of library and media materials and services. Although teaching in organized classes does not form a major portion of the usual duties of most librarians, it is a role that is performed successfully and regularly by some of them. The same kinds of criteria that are used to judge the performance of the full-time teacher also would be used to judge this teaching.

2. Excellence in research, scholarship and/or creative endeavor

Faculty members who excel in the fields of research, scholarship, and/or creative endeavor carry on creative work appropriate to their areas of specialization and disseminate the results of such activities. Librarians make their influence felt beyond the local scene through publications, lectures, and other appropriate activities. They prepare articles, bibliographies, books, guides, exhibits, and other educational materials that are recognized by their colleagues and peers as worthwhile contributions to the library and media fields. Whatever the primary motive for their creative endeavor, this activity should have an impact on Purdue students and faculty. Faculty members keep informed about new developments in library and media specialties and related fields and are scholars who strive continuously to broaden and deepen their knowledge and understanding.

3. Excellence in continuing education and/or service.

Members of the faculty whose primary contributions to Purdue University are in service and/or University outreach activities may excel in one or more of the following: institutional service, public service, or professional service. They may achieve excellence by displaying leadership in academic and other University activities. They may participate broadly in continuing education programs on or off the campus by teaching in graduate, undergraduate, or non-credit courses away from their assigned campuses. They may make outstanding public service contributions by helping implement the land grant service concept of the University in such areas as community development, extension teaching, and other types of field services. They may be active in technical, professional, or scholarly societies and make primary contributions to the University as officers of these societies at the state, regional, and national level. They conduct themselves at all times as public-spirited citizens, and when asked to serve, give freely of their time and energy as members of various governmental committees and advisory boards. They may be highly regarded consultants to government, industry, and other universities.

Application of Criteria to Different Ranks

Assistant Professor of Library Science

Promotion to the rank of Assistant Professor of Library Science is usually based upon potential; however, a strong academic record should be present. There should be clear indication that the individual has the aptitudes of a successful librarian, information scientist, or media specialist and will grow in stature and eventually qualify for the rank of associate professor. Tenure at this rank is to be granted as an exception and only in a highly unusual case.

Associate Professor of Library Science

Promotion to the rank of Associate Professor of Library Science is based on performance as well as future potential. Above all, the individual should still be growing technically and professionally. Academic tenure is in immediate effect upon promotion to this rank.

Professor of Library Science

Promotion to full professorship implies that the individual is recognized by peers in the library profession as an authority in a field of specialization and by associates and other faculty members as a capable librarian or media specialist and scholar. It is expected that each candidate will have made important and recognized contributions in at least one area of research or in service to professional and technical societies on a state, regional, and national level. It is expected that the candidate will be known in relevant national professional circles and recognized in such groups as a leader. Where activities are primarily in the field of service and administration, it is expected that recognition on the Purdue campus will be for outstanding contributions to the program of the University.

Establishment, Structure, and Responsibilities of Committees

Promotion proposals are considered at three levels: Primary, Area, and University. Tenure proposals are considered at two levels: Primary and Area. Recommendations to grant tenure are forwarded to the Executive Vice President for Academic Affairs.

Composition of Committees

Primary Promotions and Tenure Committee

During the first semester of each academic year, the Dean of Libraries (hereafter referred to as the Dean) shall appoint a primary committee to review faculty members for promotion and tenure. The committee shall consist of all tenured full professors in the Libraries except the Dean. If there are fewer than five tenured full professors in the Libraries, the complement of five shall be filled by tenured full professors appointed by the Dean from among the faculties of cognate disciplines. The committee shall be chaired by a member of its choice.

Area Promotions and Tenure Committee

The Area Promotions and Tenure Committee shall consist of seven tenured full professors. The committee shall be constituted as follows:

1. The Dean who shall chair the committee. If the Dean is not a tenured full professor or if the position of Dean is vacant, a Libraries tenured full professor shall be elected by the Libraries faculty to serve on the committee, and the committee shall elect its own chair from among the Libraries faculty members on the committee.

2. The chair of the Libraries Primary Promotions and Tenure Committee.

3. Two members elected by the Libraries faculty from among the Libraries tenured full professors. In addition to the Dean, not more than one of the three additional Libraries faculty members may have administrative responsibilities.

4. The Chair of the University Senate Library Committee if the Chair is a tenured full professor, or, if the Chair is not a tenured full professor, a member of that committee elected by that committee from among the tenured full professors on it.

5. Two members of the University Committee on Faculty Promotions appointed by the Executive Vice President for Academic Affairs to serve on the Libraries Area Promotions and Tenure Committee, one of whom shall be the dean of one of the schools of the University and the other a faculty representative on the University Committee on Faculty Promotions.

University Committee on Faculty Promotions

The University Committee for the West Lafayette campus shall consist of the Executive Vice President for Academic Affairs, Chair; the dean of the Graduate School; the academic school deans; seven tenured faculty members nominated by the University Senate Nominating Committee and appointed by the president for three-year terms. (Memorandum from Robert L. Ringel dated July 1, 1992).

Promotions Process

Primary Promotions and Tenure Committee

All nontenured faculty members shall be reviewed annually for progress toward promotion and tenure by the Primary Promotions and Tenure Committee. The record of achievement and progress for promotion of tenured faculty members at the rank of assistant professor or associate professor shall be reviewed for promotion: 1) every third year; or 2) when a review is requested by a member of the committee; or 3) when a faculty member requests a review by submitting a written request to the committee by September 15. The result of the review may only be communicated by the committee to the faculty member in accordance with University policy.

When any person is nominated for promotion by a member of the committee and the nomination is seconded, the voting members of the Primary Committee shall vote on the nomination by secret ballot. The Chair of the committee prepares a form (Nomination for Promotion) for each nominee for whom a majority affirmative vote is obtained and forwards this form to the Dean for consideration by the Area Committee. If the vote is a tie, or if a majority negative vote is cast, the result shall be communicated by the committee chair to the faculty member. The chair of the committee may forward a nomination form for a person nominated in the committee who did not receive a positive vote.

The chair of the Primary Committee shall not cast a vote: rather, his/her recommendation will appear separate from the Primary Committee's recommendation on the promotion document, and reflect the consensus of the committee. This constraint will not apply if the number of full professors on the Primary Committee is less than seven.

It is the right of a candidate to help create and review his/her promotion document and to receive a copy of the document (with confidential statements omitted) that will be submitted to the Area

Committee. It is the right of the candidate to have included in his/her departmental file whatever the candidate chooses to add, including the candidate's own brief (one page) comments about teaching, research/creative activities, and service. The candidate may choose that these brief comments be attached to the promotion document.

To permit candidates and potential candidates to exercise these rights in a convenient fashion, the chair of the Primary Committee should, during the first month of each Fall semester, announce suitable deadlines for faculty members to update their files and to receive and react to the appropriate parts of a Nomination for Promotion.

If the vote is a tie, or if a majority negative vote is cast and a tenure decision must be made for the faculty member and the committee chair has not forwarded a promotion recommendation, the committee chair shall notify the faculty member of the negative promotion decision and the reasons for it. Within five days of that notification, the faculty member may send a written request to the chair of the Primary Promotions and Tenure Committee asking for a tenure review at the appropriate time. Regular procedures for primary and area reviews shall apply. Without such a request for a review, the Dean shall immediately notify the faculty member of his or her last day of employment as a faculty member.

A separate, secret ballot shall be cast for each candidate in the Primary Committee. In addition to providing for a "yes" or "no" vote, the ballot should provide an opportunity to show reasons for the vote cast, with space allocated for comments, explanations, etc. The primary purpose of the ballot, other than to obtain a numerical vote count, is to contribute to a summary for "feed-forward" and "feed-back" use. The reasons for a negative vote are especially important.

Area Promotions and Tenure Committee

Each nomination for promotion shall be considered and discussed individually by the Area Promotions and Tenure Committee. After the discussion and consideration, a secret ballot shall be held, with all members of the committee, including the chair, voting. The results of the ballot shall be recorded on the nomination form. A recommendation is then made by the Dean. Only nominations which have received at least a simple majority vote from the Area Committee or the support of the Dean will be forwarded to the Executive Vice President for Academic Affairs for transmittal to the University Committee on Faculty Promotions. The results of the recommendation may only be communicated by the committee to the faculty member in accordance with University policy.

If the vote is a tie, or if a majority negative vote is cast and a tenure decision must be made for the faculty member and the Area Committee chair has not forwarded a promotion recommendation, the chair shall notify the faculty member of the negative promotion decision and the reasons for it. Within five days of that notification, the faculty member may send a written request to the chair of the Primary Promotions and Tenure Committee asking for a tenure review at the appropriate time. Regular procedures for primary and area reviews shall apply. Without such a request for a review, the Dean shall immediately notify the faculty member of his or her last day of employment as a faculty member.

A separate, secret ballot shall be cast for each candidate in the Area Committee. In addition to providing for a "yes" or "no" vote, the ballot should provide an opportunity to show reasons for the vote cast, with space allocated for comments, explanations, etc. The primary purpose of the ballot, other than to obtain a numerical vote count, is to contribute to a summary for "feed-forward" and "feed-back" use. The reasons for a negative vote are especially important.

University Committee on Faculty Promotions

Libraries nominations are considered along with similar nominations from the degree granting schools by the University Committee on Faculty Promotions. This committee conducts a secret ballot on each nomination and records the result of this ballot on the form that also shows the results of the balloting by the primary and area committees. These forms are transmitted to the President of the University who in turn makes recommendations to the Board of Trustees for final action.

In those cases where a recommendation supported by at least two-thirds of an Area Committee has been rejected by the University Committee, the Dean will obtain the vote count and seek written explanations for the vote. If a faculty member has been recommended for promotion by the Primary Committee and has received a favorable vote from the Area Committee but that recommendation fails at the University Committee level, and if a tenure decision must be made for that faculty member, the Dean shall notify the faculty member of the negative promotion decision. Within five days of that notification, the faculty member may send a written request to the chair of the Primary Promotions and Tenure Committee asking for a tenure review. Regular procedures for primary and area reviews shall apply. Without such a request for a review, the Dean shall immediately notify the faculty member of his or her last day of employment as a faculty member.

Tenure Process

Primary Promotions and Tenure Committee

All nontenured faculty members shall be reviewed annually for progress toward tenure by the Primary Committee. The results of the review shall be communicated to the faculty member. All committee tenure review procedures resulting in a recommendation shall be completed for a faculty member by the mandatory action date. The time period for which a faculty member may be employed as a nontenured faculty member and the mandatory action date are stipulated in Executive Memorandum B-48.

Executive Memorandum B-48 also states:

> "Tenure at Purdue University is a matter of policy and not a legal obligation binding on the University. Tenure policies are subject to change by the Board of Trustees, and it follows that all appointments to the faculty are subject to such changes. It is the policy of the University to renew appointments to faculty members who have attained tenured status, subject always to the availability of funds, the continuance of activities in the area of employment and the absence of circumstances which would otherwise entitle the University to terminate the appointment for cause. Tenure is effective only at the particular campus of the University where it was acquired."

If the Primary Committee has recommended to grant tenure, the recommendation shall be forwarded to the Area Committee. If the Primary Committee has recommended not to grant tenure, the recommendation shall be forwarded to the Dean. The Dean may either forward the documentation to the Area Committee with his/her own positive recommendation or else inform the faculty member by letter that his/her employment will be terminated at the end of the probationary period.

Area Promotions and Tenure Committee

The Area Promotions and Tenure Committee shall consider recommendations of the Primary Promotions and Tenure Committee to grant tenure. The decision concerning each faculty member being reviewed for tenure shall be voted upon by the members of the committee by means of a secret ballot.

If the committee has recommended to grant tenure, the recommendation shall be forwarded to the Dean. The Dean shall forward his/her recommendation and that of the Primary and Area Promotions and Tenure Committee to the Executive Vice President for Academic Affairs for final decision.

If the Primary Promotions and Tenure Committee has forwarded a recommendation to grant tenure and if the Area Promotions and Tenure Committee has voted not to grant tenure, the chair shall immediately notify the faculty member of the committee's decision and the reason(s) for this decision, and the recommendation shall be forwarded to the Dean.

The Area Committee shall also consider recommendations made by the Dean to grant tenure although the recommendation of the Primary Promotions and Tenure Committee was not to grant tenure. If the Area Promotions and Tenure Committee sustains the recommendation of the Primary Promotions and Tenure Committee, there shall be no additional review by the Area Promotions and Tenure Committee. If the committee has recommended to grant tenure, the recommendation shall be forwarded to the Dean. The Dean shall forward his/her recommendation and that of the Primary and Area Promotions and Tenure Committees to the Executive Vice President for Academic Affairs for final decision.

After all reviews have been completed and a recommendation not to grant tenure has been made, the Dean shall immediately notify the faculty member of his or her last day of employment as a faculty member.

A faculty member desiring further appeal of a negative decision for promotion or tenure is referred to Executive Memorandum C-19, "Grievance Procedures for Academic Personnel."

December 6, 1993

This document supersedes the Promotions and Tenure Policy for the Libraries, revision of April 12, 1988.

Guidelines for Use with
The
Promotions and Tenure Policy
for the Libraries

Much information is needed to support a nomination for promotion or to make a fair and objective decision concerning tenure. The following material outlines information and examples of achievements that are normally considered by the Promotion and Tenure committees as they do their work. It should be understood that not all topics will apply to each person being reviewed. There may be topics that are not listed below that would be relevant for a particular individual and these topics can be entered into the deliberations by statements made in the faculty member's Staff Profile of Professional Activities and by members of the committee through their personal knowledge of the individual. The Promotions and Tenure Committees are encouraged to use information from all pertinent sources known to them.

A nomination for promotion requires documentation in a prescribed form. The Nomination for Promotion, President's Office Form 36, requests the following information: name of nominee, dates and ranks of previous promotions, proposed rank, academic record, prior experience, evaluation of performance, teaching activities, research responsibilities and achievements, scholarly work in progress, publications, administrative and committee responsibilities, other pertinent activities (memberships and positions held in professional societies, consultation, teaching activities), other evidence of professional recognition, prospects for future development, comments and a recommendation by the Dean, and the votes of the Primary and Area Committee.

A tenure recommendation requires the same written documentation as a recommendation for promotion and the information needed by the Committee is the same.

Detailed information on the following topics is useful to the Promotions and Tenure Committees during their considerations. These correspond to the Libraries Staff Profile and to the University document on promotions and instructions for use with Form 36.

I. General Information

- Academic ranks held at Purdue
- Description of principal responsibilities for previous positions, if any, held at Purdue
- Educational record listing earned degrees and other study by institution, subject area, and dates
- Academic appointments at other institutions
- Professional work experience other than Purdue
- Licenses, registrations or certificates held
- Citations in biographical works
- Awards and honors received
- Memberships in professional societies

II. Activities Related to Performance Within the Libraries

- Description of current assignment and responsibilities within the Libraries
- Teaching credit courses at Purdue including split appointments and guest lecturing
- Work done in course and curriculum development at Purdue
- Preparation of instructional materials for use in Purdue courses including textbooks, library manuals, handbooks, visual aids and bibliographies
- Experimentation in design, demonstration or implementation of library and media systems including catalogs, SDI, indexing, information retrieval or other means of improving user access to information, materials or services
- Involvement in institutes, workshops, or special programs
- Other special achievements or activities indicating professional involvement.

III. Research, Scholarship or Creative Endeavor

- Publications in refereed journals, research abstracts or equivalent publications
- Other publications
- Unpublished works and works in progress
- Papers contributed at professional meetings
- Invited lectures/papers given at state, regional, national and international meetings and at other educational institutions
- Research grants and awards received
- Research projects in progress
- Other evidence of national or international recognition for research or scholarship or creative endeavor

Note: Since the fields of librarianship, information science, and media represent research disciplines, most publications offered for consideration in the promotion and tenure process should be discipline-related. At the same time what constitutes the discipline itself should be interpreted broadly.

Faculty members strengthen their case by having as many referreed publications in their discipline as possible, though all discipline-related publications may be included for consideration in the promotion and tenure process. Publications in other scholarly fields are also acceptable, but may not be given primary consideration. No specific requirements should be established setting forth the number or type of publications which are acceptable.

IV. Service and/or University Outreach Activities

- Participation in major programs, such as institutes, workshops and short courses as chair, lecturer, administrator, coordinator, etc.
- University level committee assignments
- School and departmental level committee assignments (other than Libraries)
- Libraries committee assignments
- Offices and committee assignments in professional associations
- Professional involvement in public and/or government service
- Consulting
- Other evidence of professional contributions

EVALUATION OF LIBRARY ACADEMIC FACULTY FOR PROMOTION AND CONTINUING APPOINTMENT

A. INTRODUCTION

The Academic Faculty of the University Libraries shares the University's goals of pursuing, achieving and maintaining academic intellectual excellence. Progress toward these goals requires an academic faculty of librarians with a high level of abilities, supported by adequate collections and facilities.

The Policies of the Board of Trustees of the State University of New York define librarians as academic faculty, and thereby recognize that the librarians make a fundamental intellectual contribution to the educational, research, and public service missions of the University. The intellectual contributions of the Library Academic Faculty support the University's goals, but differ in kind and emphasis from those of the teaching faculty. Concerned on the widest level with the organization and structure of knowledge, the librarians' profession is to collect and organize the universe of knowledge to promote its effective use and development.[1]

As members of the academic faculty, librarians hold academic rank, are eligible for continuing appointment, and are reviewed in the same manner as the teaching faculty. This form of organization and governance is consistent with the Association of College and Research Libraries "Standards for Faculty Status for College and University Librarians.[2]

The criteria by which librarians are judged must relate to the general criteria applied to all Academic Faculty. They must also relate to the unique role of librarians in the academic community. The mission of the University Libraries is to develop, organize, preserve, interpret, and promote the use of research and information resources in all formats appropriate to the mission of the University. The Libraries provide both access to information and training in its use. Librarians work in an environment of interdependence; their work affects and is affected by other departments of the University and by the systems and interlocking networks which connect all libraries. To fulfill this role librarians must be aware of and responsive to the diverse information needs of the University's academic program.

Evaluation of candidates for promotion and continuing appointment must take into account their specific positions and responsibilities within the library. Due to the wide variety of professional duties performed by librarians, there is no system of evaluation comparable to student evaluations of teaching faculty members which can be used in assessment of their professional effectiveness. Librarians most often work with students and faculty on a one-to-one basis while providing reference service, bibliographic instruction, computer searches, etc. Many librarians have technical or managerial duties involving organizing information resources, developing collections, supervising staff, and maintaining systems -- duties not seen by the patron community. Given the diverse nature of librarians' contacts with patrons and their work experience, peer review is especially important in assessing the performance of individual librarians.

The "Guidelines for the Preparation of Recommendations for Promotions and Continuing Appointments", issued by the Office of the Executive Vice President for Academic Affairs, identify the criteria for the evaluation of faculty as Teaching, Scholarship, and Service. The University Libraries Faculty recognizes each of these categories (using Librarianship as analogous to the category of Teaching), but do not weigh them equally. While progressive development in all criteria is expected as a librarian's career develops, the primary mission of the Library Faculty is to provide the best possible library service to meet the teaching and research needs of the academic departments and the University's students. When evaluating candidates for promotion and continuing appointment, librarians place primary emphasis on Effectiveness in Librarianship.

A recent study has shown that the primacy given to effective professional performance as an evaluative criterion is consistent with practice at other major research institutions in which librarians are eligible for tenure. Those institutions include the University of Illinois at Urbana-Champaign, Indiana University, Iowa State University, Ohio State University, Pennsylvania State University, the University of Florida at Gainsville, and the University at Buffalo, SUNY.[3]

Members of the University Libraries' Faculty must also meet the criteria of scholarship and service. Their achievements in these areas must be viewed in the context of their role in the University. As collectors and organizers of knowledge, it is appropriate that Librarians make their scholarly and service contributions in the applied science of Librarianship. Librarians further the research mission of the University by contributions to academic librarianship, including scholarly research and publication, professional leadership, the preparation of successful grant proposals, or other accomplishments, as described in sections 2 and 3 of the criteria, below.

The University Libraries provide services to the campus and local community seven days a week, twelve months a year. Librarians are expected to fulfill these service responsibilities throughout the calendar year. This commitment reduces the discretionary time available to librarians for research, scholarship, and service outside the University Libraries. The University Libraries' Faculty has nevertheless always taken its professional and scholarly obligations seriously. A recent national study of academic librarians' scholarly productivity ranked Albany's librarians second in the nation.[4]

The following pages describe appropriate avenues for professional activity, research, and publication and the appropriate levels at which librarians should perform these activities. For the sake of brevity, this document will treat the profession of archival administration as part of the profession of librarianship. Thus, publication in archival journals and participation in archival organizations will be regarded as equivalent to publication in library journals and participation in library organizations, but will not be specifically mentioned in the body of the document. The criteria are similar to those used at the University at Buffalo, State University of New York.

B. CRITERIA FOR PROMOTION AND CONTINUING APPOINTMENT

1. Effectiveness in Librarianship

This criteria is analogous to the teaching faculty's criterion for effectiveness in teaching and is the most important criterion by which librarians are judged. Librarians will be involved in one or more of the functions described below, and must be judged on the effectiveness with which they perform these functions. Some factors for judging the quality of performance are knowledge, skill, innovativeness, initiative, and professionalism. When evaluating any part of a librarian's performance, critical reviews are sought from persons who are knowledgeable in the librarian's specialty and competent to judge the work performed. The librarian's contribution to the development of library collections, user education and other public services can be judged, to some extent, by University at Albany faculty and students. Collection guides and bibliographies can be judged by outside evaluators. Other functions, such as the quality of bibliographic control over the collections, management ability, and the imagination and skill with which complex problems are solved are less publicly visible and must be judged principally by library colleagues.

a. Areas of Professional Specialization

1. Bibliographical Control of the Collection

This involves the application of a knowledge of bibliographic organization, including cataloging and classification principles, to monographs, serials, documents, and other library materials so that these materials are effectively organized for use, and so that the information contained in them is fully represented and maintained in the bibliographic records of the Libraries. Of particular importance is the ability to analyze library materials, define their bibliographic components, and describe them systematically in terms that will be meaningful to users. The effective analysis of library materials requires a continuing awareness of changing areas of knowledge and may also involve specialized linguistic and/or subject expertise. This function also includes a continuing appraisal of new bibliographic service options and innovations and the adaptation of these to meet user needs.

Categories of Library Faculty performing these functions may include archivists, catalog maintenance librarians, catalogers, documents librarians, and special collections librarians.

2. Development of Collections

This function involves selection, acquisition and preservation of materials that support the academic and research needs of the University. Effective performance in this area requires a thorough knowledge of new and retrospective publications in many formats and subject fields, familiarity with the University's instructional and research programs, continual awareness of trends in curricula and research, and an ability to evaluate the merits of individual publications with respect to the University's programs. It also requires a thorough knowledge of trade, scholarly, and national bibliographies; current publishing

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trends; domestic and foreign book trades; and the ability to apply this knowledge to the acquisition and preservation of library materials.

Categories of Library Faculty performing these functions may include acquisitions librarians, archivists, bibliographers, documents librarians, reference librarians, and special collections librarians.

3. Reference, Information, and Instructional Service

This function requires substantial knowledge of all formats of reference and informational sources in specific areas; and a general knowledge of the literatures of the humanities, social sciences, and sciences. The ability to apply this knowledge effectively in assisting library users is essential. Teaching effectiveness in a variety of situations, individual consultations, orientation sessions, classroom lectures in library science and in bibliographic and research methodology, is of particular importance. Compilation of bibliographic guides and other materials to enhance user access to information is also important.

Categories of Library Faculty performing these functions may include archivists, bibliographers, computer search analysts, documents librarians, interlibrary loan librarians, instruction librarians, media librarians, reference and special collections librarians.

4. Administration and Management of Services

This function involves the management and administration of library operations in areas that require academic knowledge and judgment. Important factors to consider include leadership; development of departmental objectives in the context of Library and University goals and objectives; planning for the implementation of objectives by identifying problems and alternative solutions; effective management of resources and personnel; and effective communication.

Categories of Library Faculty performing these functions may include unit heads, department heads, coordinators, and assistant directors.

2. Scholarship

Scholarship is evidenced by the publication of significant research work and by the mastery of subject matter as demonstrated by advanced degrees, certificates, or other continuing education.

a. Scholarly Works

In the university setting, significant research serves to increase the body of knowledge in a given discipline. Librarians at the University at Albany are primarily concerned with the library as an organization, with the services and collections it provides. Consequently, the majority of their research in library science is applied. Their studies and publications are designed to contribute to the effectiveness of faculty and student methodologies of acquiring and managing information, the effectiveness of colleagues in the library profession and the effectiveness of the library as an organization. Some librarians conduct scholarly research in subject disciplines other than librarianship. The Library Faculty considers such scholarly research to be of equal significance for promotion and continuing appointment as long as such work meets the scholarly standards expected in the discipline. Scholarly work outside the field of librarianship will be reviewed by qualified reviewers from the appropriate discipline.

The organization of knowledge and the provision of services to facilitate access should be recognized as the fundamental duties and contributions which librarians make to the academic community. Accordingly, the types of publications, presented papers, media programs, exhibits, editorships and consultancies which demonstrate the scholarly accomplishments of librarians may include not only papers containing new knowledge gained through research, but also works that analyze, synthesize, and/or interpret knowledge. Appropriate publications in electronic or traditional formats may include scholarly monographs, journal articles, book reviews, abstracts, bibliographies, critical editions, handbooks, study guides, professional association documents, and indexes. Bibliographies should be substantive and include such features as critical introductions and evaluative annotations, or contribute other special value (such as timeliness) to the information community. Book reviews should be review essays that critically evaluate books and place them in the context of the relevant literature. Greater value will be assigned to journal articles published in refereed publications on the University Libraries' List of Core Journals in the Field of Library and Information Science. It is recognized, however, that some research in librarianship may be more appropriately published in specialized journals that are not on the core list.

When considering librarians for promotion or continuing appointment, the University Libraries will solicit evaluations of a candidate's scholarly works from recognized scholars or experts outside the University Libraries.

b. Mastery of the Subject Matter

This criterion includes mastery of librarianship as well as other subjects that may be relevant to the performance of library duties. The appropriate terminal degree for most librarians is the master's degree in library science from an institution accredited by the American Library Association. Mastery of librarianship must include a broad understanding of the theory and practice of librarianship, competence in one's chosen specialty, and appreciation of the relationship between specialties. As careers progress, librarians are expected to keep current in their areas of specialty or to develop new skills and competencies. Evidence of this may include enrollment in courses leading to additional earned degrees; certificates of advanced or specialized training; continuing education, such as participation in workshops, seminars or training sessions; or increased language or subject expertise relevant to specific functions within the library.

3. Service

This category includes service to the library profession as a whole, to the University at Albany, and to the community, when public service is related to the candidate's area of expertise. It should be appropriate to the candidate's rank and experience, and involve increased responsibility and leadership as the candidate's career progresses.

a. Contributions to the Advancement of the Profession

Participation in professional organizations at the local, state, regional, and national levels constitutes an essential service to librarianship. These organizations fill an important need by promoting continuing education and the sharing of research results through conferences and publications, and they also support a wide range of practical activities extending beyond scholarly functions. Professional library organizations, through their committees and other bodies, promote library services, examine public policy issues, develop technical standards, encourage library cooperation and communication networks, and foster the application of new technology and management techniques in libraries. Because these functions are critical to the advancement of the profession and the development of library services, the University Libraries' Faculty consider active participation and leadership in professional organizations as significant as scholarly contributions to the profession.

An individual librarian's participation may be in the form of holding elective or appointed offices; active participation on committees; organization of workshops or meetings; policy making; or other leadership functions. To be significant, these activities should involve originality or responsibility, or the application of intellectual or managerial skills. Evaluations will be solicited from persons who have leadership roles in the same organization and are closely familiar with the candidate's work.

b. University and Community Service

Involvement in the governance structure and academic life of the Library and the University gives librarians an opportunity to contribute to the direction and development of the institution. It also increases the librarian's awareness of the inter-relationships of units on the campus. This involvement generally takes the form of effective participation in committees and task forces. Activities may also include participation in ad hoc Library and University groups or community organizations. Evaluation of University Service shall focus primarily on qualitative factors. Among the factors to be considered in judging the effectiveness of participation are the following: relevant and timely contributions to proceedings, working relations with other members, chair responsibilities, and successful accomplishment of the mission and goals of the group.

C. GUIDELINES FOR APPLICATION OF CRITERIA FOR PROMOTION IN RANK

1. Academic Ranks

Appointment to any rank requires a master's degree accredited by the American Library Association or the equivalent library professional degree accredited by an appropriate foreign association. The academic ranks assigned will reflect achievement in the areas of librarianship, scholarship, and service. Effectiveness as a librarian is of primary importance at all levels. Continuing education is expected at all ranks. Years of service for each rank are guidelines only.

2. Assistant Librarian

a. To be appointed to the rank of Assistant Librarian, librarians are normally within the first three years of their careers in librarianship. Initial appointment is made on the promise of future contributions of high quality, as indicated by the individual's educational record and professional performance (if any).

b. While at this rank, Assistant Librarians are expected to demonstrate effectiveness in librarianship and show evidence of contributions to the University Libraries. They should demonstrate scholarly activity, by beginning such activities as outlined in section B, 2. Assistant Librarians are expected to begin to fulfill their service responsibilities as outlined in section B, 3. Librarians should seek promotion from this rank within three to four consecutive years after being appointed to this position.

3. Senior Assistant Librarian

a. To be appointed to the rank of Senior Assistant Librarian, librarians normally have at least one year of professional experience. Appointment at or promotion to the rank of Senior Assistant Librarian requires evidence of effectiveness in librarianship as well as scholarly activity or professional service.

b. While at this rank, Senior Assistant Librarians should show evidence of growing skill in librarianship as demonstrated by the assumption of increased responsibility and/or creative accomplishments. Research projects should culminate in significant scholarship as outlined in section B, 2. Service at this rank should include increased involvement in professional organizations as demonstrated by leadership responsibilities or participation on significant committees, as outlined in section B, 3.

The normal expectation is that full-time librarians promoted to the rank of Senior Assistant Librarian should remain in this rank no more than three years. Librarians appointed to this rank should normally remain at the rank from three to six years.

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4. Associate Librarian

a. To be appointed to the rank of Associate Librarian, librarians normally have at least six to seven years of professional experience. Appointment or promotion to this rank requires demonstrated excellence in librarianship; evidence of significant scholarly activity, such as the acceptance for publication of at least two scholarly articles or equivalent scholarship as outlined in Section B, 2; a record of continued growth; and a record of meaningful service.

b. While at this rank, Associate Librarians are expected to show evidence of sustained excellence in librarianship. Persons at this rank perform their assignments with a high level of expertise and are cognizant of the overall problems and issues faced by the library profession. They are expected to develop a record of scholarly activity leading to national professional recognition. Leadership in professional service may be demonstrated by the chairing of committees or election to offices in state, regional or national organizations, or by editorial service on scholarly journals. Associate Librarians should also demonstrate a strong commitment to University and community service.

The normal expectation is that Associate Librarians should remain at this rank for six to ten years before seeking promotion to the rank of Librarian.

5. Librarian

a. To be appointed to the rank of Librarian, librarians normally have at least ten years of professional experience. In some cases, initial appointment at this rank carries with it continuing appointment.

For promotion to Librarian, individuals must have attained excellence in librarianship, excellence in one of the two remaining criteria, scholarship or service, and have a sustained record of contributions of substance in the third. They should have a record of outstanding achievement as librarians, and they should have made significant and sustained scholarly contributions, widely recognized by their peers in the profession. Their roles in professional organizations and University governance groups should show leadership and demonstrate a keen awareness of the issues facing the library profession and higher education.

In rare cases, an individual may be considered for promotion to Librarian on grounds other than those listed above, after making a truly outstanding contribution to the University or the external community over a period of many years.[5]

D. GUIDELINES FOR APPLICATION OF CRITERIA FOR CONTINUING APPOINTMENT

To be granted continuing appointment, it is expected that librarians being considered meet the guidelines for the rank of Associate Librarian as outlined in section C, 4 in the areas of excellence in librarianship, scholarship, and service.

[Footnotes]

1. Diane C. Parker, "Librarians: An element of diversity within the faculty," College and Research Libraries News, September 1989, V.8, pp. 675-7.

2. This revised version was passed by the ACRL Board of Directors on July 3, 1991 and approved by the ALA Standards Committee in January 1992. The following standards for promotion are stated: "Librarians should promoted in rank on the basis of their academic proficiency and professional effectiveness (job performance, service, and scholarship). A peer review system is the basis of judgement in the promotion process for academic librarians." Cited from "Standards for Faculty Status for College and University Librarians" in College & Research Libraries News, May 1992, V. 53, No. 5, pp. 317-318.

3. University at Buffalo Libraries, "Report of the Ad Hoc Committee to Gather Promotion and Tenure Documents," November 16, 1988. The primacy given to performance as a librarian by the University of Buffalo, SUNY, is documented in "Criteria for Library Faculty Personnel Actions," December 20, 1983, p. 3.

4. Budd, John M. and Charles A. Seavey, "Characteristics of Journal Authorship by Academic Librarians" in College & Research Libraries, September 1990, V. 51, No. 5, pp. 463-470.

5. "Guidelines for Preparation of Recommendations for Promotion and Continuing Appointments, 1989-90," Office of Executive Vice President for Academic Affairs, August 1989, p. 2.

Revised and approved by University Libraries' Faculty, September 24, 1997
Revised and approved by University Libraries' Faculty, January 29, 1998
Revised and approved by University Libraries' Faculty, March 9, 1998

Statement on Faculty Appointment, Promotion and Tenure Texas A&M University General Libraries

The Faculty of the Texas A&M University General Libraries [hereafter Libraries] will be governed by this document in matters dealing with appointment, promotion in academic rank and in tenure review in accordance with the Texas A&M University Statement on Academic Freedom, Responsibility, Tenure, and Promotion (http://www.tamu.edu/rules/urules/120199m2.htm). All faculty members should become familiar with this document as soon as they accept a position with the Libraries.

The granting of tenure and promotion in academic rank are two of the most significant rewards which the university can bestow on a faculty member. By university rules, tenure and initial promotion are linked. Tenure track faculty members must fully accept the requirements of achieving these rewards and the responsibility for meeting and documenting the individual accomplishments.

A member of the Libraries Faculty, by virtue of formal academic education or training, is knowledgeable and skilled in the manipulation of information, regardless of the format in which it exists. The Libraries Faculty member is an expert in identifying the existence of information, acquiring it, organizing it for retrieval, accessing and building collections, and teaching others related skills. In addition, a Libraries Faculty member may manage, plan, or direct operations involved in any of these functions. The candidate must perform at a high professional level in his or her areas of specialty and contribute to the educational, research, and service functions of the university.

The general criteria for promotion and tenure are stated in the Texas A&M University Statement on Academic Freedom, Responsibility, Tenure, and Promotion. Given individual differences in skills and interests and differing stages of career development, individual faculty members will reflect differing combinations of contributions to the three major dimensions of performance. The criteria described below are not intended to prescribe a single image of effective performance. Rather, the intent is to suggest examples of excellence and effectiveness that will serve as benchmarks for individual planning, goal setting, and evaluation of performance.

The Libraries' criteria for appointment, tenure, and promotion in rank at the various levels are:

> Lecturer. Lecturers should hold a master's, Ph.D., or some graduate professional degree in an applicable subject area and have the ability to serve the library by providing specialized expertise.
>
> Senior Lecturer. For appointment at the rank of Senior Lecturer, an individual should hold a master's, Ph.D., or some graduate professional degree in an applicable subject area and have an extensive background and a record of

successful experience in a library or other specialized field. Senior Lecturers are expected to be persons who make outstanding and important contributions to departmental objectives. Senior Lecturers may be assigned to supervise a specific program or activities.

Lecturers and Senior Lecturers are regular voting members of the faculty and are eligible to vote on all matters except tenure and promotion. For lecturers there is no promotion beyond Senior Lecturer.

All lecturer appointments are for one year and are renewable on an annual basis. They are not associated with academic tenure; time in this position does not accrue to a point at which a decision to offer tenured appointment must be made, nor can this position be offered with academic tenure.

Since the need for lecturers is established by program, the lecturer status is not free-floating. Hence, one cannot opt to change from a tenure track to a lecturer position at whim. A tenure track faculty member, however, can apply for a lecturer position, and a lecturer can apply for a tenure track position if he or she meets the minimum requirements for the tenure track position.

Distinguished Lecturer. Distinguished Lecturers should hold a master's, Ph.D., or a graduate professional degree in an applicable subject area and be particularly distinguished in that subject area and in applying their subject expertise in libraries. Distinguished Lecturers are expected to possess special skills or knowledge and a proven record of accomplishments over many years. This title is intended for people with a primary career external to the university where the level of accomplishment during that career created their qualification for this appointment.

This title is not to be attained through promotion. Distinguished Lecturers enjoy all the privileges of university faculty except that they are non-voting members throughout their period of appointment.

Assistant Professor. Assistant Professors should be well qualified as librarians in their field of expertise and possess qualifications for research in librarianship or some other specific field of expertise. For appointment at the Assistant Professor level, a Master's Degree from an ALA accredited program or equivalent is required. (Equivalent is defined as a graduate degree from a foreign library school comparable to U. S. ALA accredited schools. These schools are identified by the American Library Association). An Assistant Professor should show promise of meeting the expectations for the rank of Associate Professor and the award of tenure.

Emphasis will be on establishing a productive pattern of research and publication and in developing competence in professional assignment. Service activities at the international, national, state, library, and local levels may strengthen a case but are not essential.

Promotion to Associate Professor and the granting of tenure requires emphasis on high quality in research and publication. These contributions must be combined with a record of excellence in performance of professional assignment and the instigation of a record of service.

Associate Professor. Associate Professors should exhibit a record of excellence in research and publication, consistent service contributions to the profession as well as to the university and the library, and meritorious performance in professional assignment. Research and publication must show evidence of accomplishments as a sustained effort. Service must show signs of commitment to the institution and the profession.

Promotion to Professor requires continuing emphasis on outstanding research, publication at the highest levels, and a high degree of service. Those seeking promotion to Professor must also have continuous evidence of excellence in professional assignment.

Professor. Professors should demonstrate accomplishment at the highest level. Their research, publication, and service accomplishments should have achieved a measure of national or international recognition. Their performance of their professional assignment should also be at the highest level.

Leadership in the pursuit of excellence and national or international prominence will come primarily from Professors. Such leadership can be manifested in a variety of ways including continued major contributions to the body of knowledge, development of innovative services, and the mentoring of new faculty members. Although significant heterogeneity can be anticipated in the nature of the contributions of Professors, continued excellence in one or more areas is expected.

I. CRITERIA FOR PROMOTION AND TENURE FOR TENURE TRACK FACULTY

A. CATEGORIES OF PERFORMANCE

1. PROFESSIONAL ASSIGNMENT

Performance of professional assignment for Libraries Faculty includes the recurring and specialized assigned tasks of Libraries Faculty relating to the instructional role of Texas A&M University. Therefore, professional effort, as performed by the Libraries Faculty, includes one or more of the following duties:

a. Reference and research assistance to the faculty, staff, and students of the university;

b. Collection development activities;

c. The development and maintenance of bibliographic organization and control over the Libraries' collections;

d. Instruction in and promotion of the use of the Libraries and promotion of its resources;

e. Management and supervision.

The evidence for each Faculty member's progress towards promotion and tenure is recorded in the annual performance evaluations which are conducted in accordance with the procedural documents produced by the Committee on Appointment, Promotion, and Tenure (CAPT). Annual performance evaluations on a candidate's professional assignment, even though they are favorable, cannot be considered a binding prediction that the candidate will be recommended for tenure and promotion. Favorable job performance is a prerequisite for consideration for tenure and promotion. Even an excellent record of performance in professional assignment will not suffice for tenure and promotion. Research, publication, and service contributions are necessary factors and will be strongly considered.

Examples of criteria which may be used to evaluate professional assignment include:

Indicators of Excellence

Selection for a university, college, or professional society award;
Evidence of outstanding performance at a rigorous and challenging level;
Publication of widely adopted or acclaimed instructional or procedural materials;
Outstanding performance evaluations;
Development of innovative organizational methods and materials;
Evidence of creative professional practice;

Indicators of Effectiveness

Development of services having profound effect on the institutional program of TAMU;
Development of innovative services;

Member of graduate student advisory committees;
Evidence of high quality in class preparation, interaction, and other instructional accomplishments;
Significant self-development activities leading to enhanced performance.

2. RESEARCH AND PUBLICATION (CREATION AND DISSEMINATION OF NEW KNOWLEDGE)

Publication is the creation of enduring information which is disseminated and available to the general public. Emphasis will normally be placed on contributions to the profession of librarianship. Publications in one's academic discipline other than librarianship will also be highly regarded.

To be judged strong for promotion and tenure the faculty member's research and publication record must exhibit a coherent focus.

Normally, scholarly and/or commercial publications are the hallmarks of success in this area. Nevertheless, each publication must be judged on its own merit. There is, however, a hierarchy of value of journal publications. Most significant are those published in journals which are refereed; next are those in very highly regarded but not refereed journals; next are articles which are invited by the editor; and last are all other articles.

Examples of criteria which may be used to evaluate research and publication include:

Indicators of Excellence

Publication of scholarly book(s) of highest quality, including library reference works;
Publication in leading refereed journals;
Receiving major fellowship or research awards;
Frequent citation of publications;
Editor or member of editorial board of a major journal;
Publication of peer-reviewed creative works;
Member of review panel for national research organization;
Presentation of invited papers at national and international meetings;
Receiving significant external research funding;

Indicators of Effectiveness

Publications in refereed journals;
Service as a reviewer for major refereed journals or as an ad hoc reviewer for national research organizations;

Publication of a chapter in a scholarly book;
Editor of a monograph or special issue;
Presentation of papers at national, regional, and state meetings of appropriate disciplines;
Publications in proceedings of conferences and professional meetings;
Publications in non-refereed but widely recognized journals;
Creating or developing a computer program of value in education;
Significant self-development activities, such as receiving a Faculty Development Leave or selection as the Hoadley Professor which lead to increased research and publication effectiveness;
Evaluative publications, such as book reviews, abstracts, and annotated bibliographies;
Presentation of poster sessions at national, regional, or state meetings.

Research makes possible contributions to the body of knowledge and is the basis for most publications. Quality of research can be measured by publication in leading refereed journals, peer recognition via research or publication awards, and funding for research. Funding is not a prerequisite to research since unfunded research can offer significant contributions to the profession. Individuals are strongly encouraged to develop a publication record which includes individual contributions to the body of knowledge. Collaboration in research and publication is also acceptable.

A robust record of research and publication that gives evidence of continuous effort and promise of continuing strong production is essential for promotion and tenure.

3. SERVICE

Service usually parallels the performance of professional assignment, research, and publications in thrust, direction, and effect.

Service to international, national, regional, state, and local organizations; committee service at the system, university, and library levels; and visiting appointments may each be considered on their merits.

Service activities add strength to one's overall record, but even excellent service activities alone cannot earn one tenure and initial promotion. On very rare occasions, one can receive a promotion beyond tenure based primarily upon superior and outstanding service.

Examples of criteria which may be used to evaluate service include:

Indicators of Excellence

Officer in a national professional organization;
Service on a major governmental commission, task force, or board;
Administrative leadership role at Texas A&M University;
Program chair or similar chair at a national meeting;
Officer of Faculty Senate;
Chair of a major standing or ad hoc Texas A&M University committee;

Indicators of Effectiveness

Committee chair of national professional associations;
Officer in regional or state professional associations;
Program or local arrangements committee chair for regional or state professional organization meeting;
Service as an active member of the Faculty Senate;
Service on university, college, and Libraries committees and task forces;
Service as a consultant to business and governmental agencies;
Advisor to student organizations;
Administrative roles within the Libraries;
Significant self-development activities that lead to enhanced service effectiveness;
Committee membership and participation in international, national, regional, state, and local organizations.

B. EVALUATION CONSIDERATIONS

The primary responsibility of a member of the Libraries faculty is to meet effectively the information needs of his or her clientele. Even though Libraries Faculty have extensive assignment-related responsibilities, this does not change the requirements in relation to research, publication, and service. A high level of output is a worthy goal, but quality is a significant consideration in both publications and service.

The CAPT and the Dean will provide an annual evaluation of each untenured tenure track faculty member's progress toward promotion and tenure as a part of the annual performance evaluation. The CAPT will also offer advice to untenured tenure track faculty members who are interested in being considered for early tenure and to tenured faculty who desire to be considered for promotion beyond the Associate Professor level. In tenure and initial promotion decisions, a faculty member's complete record of accomplishments is considered. In subsequent promotions, emphasis is on those accomplishments since the previous promotion.

When a faculty member is considered for promotion and tenure, the following university criteria as stated in the Texas A&M University Statement on Academic Freedom, Responsibility, Tenure, and Promotion must be met by the individual under consideration:

An exemplary level of competence as measured against the contributions of others in his or her field;

Professional conduct conducive to a collegial work environment and standard of professional integrity that will advance the interest of Texas A&M University;

An area of specialization germane to the programs of Texas A&M University, one not currently represented on the tenured faculty, or one that provides desired reinforcement in an area of significance;

Evidence indicating a commitment to maintaining the level of competence in professional assignment, research and publication, and service expected of a tenured faculty member.

II. CRITERIA FOR PROMOTION FOR LECTURERS

A. CATEGORIES OF PERFORMANCE

1. EXPERIENCE

A continuous record of exceptional performance as a Lecturer (full time or part time) in the Libraries. Normally, promotion to Senior Lecturer is not considered prior to four years of service.

2. PROFESSIONAL ASSIGNMENT

Given the varied nature of Lecturer positions throughout the Libraries, it is difficult to prescribe a single image of effective performance for this position. Therefore, the intent is to suggest examples of excellence that will serve as benchmarks for assessing each candidate with regard to his or her individual job description.

The primary evidence for the Lecturer's performance of his or her professional assignment will be the annual performance evaluations. Annual performance evaluations, even though they are favorable, cannot be considered a binding prediction that the candidate will be recommended for promotion. Nonetheless, a favorable job performance evaluation is a prerequisite for consideration for promotion.

Examples of criteria which may be used to evaluate professional assignment include:

Indicators of Excellence and Effectiveness

Performance evaluations that are outstanding rather than merely favorable;
Evidence of outstanding performance at rigorous or challenging levels;
Evidence of enthusiastic voluntary service to students and/or colleagues over and above the requirements of the job.

3. ACHIEVEMENT

Senior Lecturers are expected to be persons who make outstanding and important contributions to departmental objectives.

Examples of criteria which may be used to evaluate achievement include

Indicators of Excellence and Effectiveness

Development of programs or services having a positive effect on the mission of the Libraries;
Development of innovative services within the Lecturer's assigned department;
Evidence of high quality in teaching positions (in the form of class preparation, audience interaction, or other instructional accomplishments);
Active participation on University- or Library-sponsored committees;
Receipt of a university, college, or professional society award;
Development of innovative organizational methods and/or materials;
Significant self-development activities leading to enhanced performance, such as attendance and successful completion of workshops, programs, and other resources designed to enhance work-related performance.

Finally, evidence of the candidate's commitment to the mission of the Libraries will be held in the highest regard.

B. EVALUATION CONSIDERATIONS

The primary responsibility of a member of the Libraries faculty members is to meet effectively the information needs of his or her clientele.

Promotion to Senior Lecturer requires the recommendation of the immediate supervisor, approval of the department head and associate university librarian, a positive vote of the Libraries faculty as specified in the CAPT procedures, and approval by the Dean. Promotion for lecturers is considered at the same time as that for other faculty ranks. The primary difference in the process for lecturers is that no outside peer review letters are required for lecturers.

The supervisor will provide an annual evaluation of each lecturer's progress toward promotion as a part of the annual performance evaluation. The CAPT will also offer advice to lecturers who are interested in being considered for promotion to the Senior Lecturer level. In promotion decisions, a lecturer's complete record of accomplishments is considered.

III. COMPOSITION AND FUNCTIONS OF THE COMMITTEE

The Committee on Appointment, Promotion and Tenure (CAPT) will be composed of seven elected tenured faculty members ranked as Associate Professor or above.

The CAPT, in conjunction with individual faculty members' immediate supervisors and the Dean, will conduct annual evaluations of all untenured tenure track faculty members in accordance with the committee's procedures documents including the document on third year reviews and will provide input on each candidate's progress toward tenure and promotion. In cases in which the committee sees insufficient progress towards promotion and tenure, the CAPT can recommend to the Dean that an untenured tenure track faculty member be given a terminal contract in accordance with university procedures. A terminal contract can be recommended after any evaluation but is normally given only after the third year review.

The CAPT will be responsible for reviewing the documentation for each candidate for tenure and for promotion and will reconcile questions, draw to the attention of the faculty member omissions in documentation, and assemble a portfolio for each faculty member under review. It may create a subcommittee to help fulfill this charge. The CAPT will also call a meeting of faculty at or above the rank aspired to by the candidate(s) to discuss the candidates for tenure and promotion and conduct the balloting on the candidates.

The CAPT will advise the Dean in matters of appointment (including appointment with tenure in accordance with its procedure document), annually review governing documents, and act on behalf of the faculty in promotion and tenure review matters.

IV. DOCUMENTATION

A. DOCUMENTATION FOR TENURE AND PROMOTION FOR TENURE TRACK FACULTY

The documentation received by the CAPT will be provided by the faculty member and will consist, in part, of a statement by the candidate in which he or she "is to supply in concise form (three pages, single spaced, maximum) a statement on goals, philosophies, strategies and emphases in carrying out his/her professional responsibilities in the three categories of performance. The purpose is not for the candidate to make an argument for promotion or tenure--it is to provide a context for review of the file at each level. The candidate must understand that this is an important document." [from the annual tenure and promotion procedures document distributed by the Associate Provost and Dean of Faculties]

Additional documentation includes: a comprehensive professional resume; copies of all publications; appropriate documentation to support all assignment related and other professional activities; and a list of at least seven outside peer reviewers (with names, faculty ranks, addresses, phone numbers, and e-mail addresses). Candidates may also submit a list of specific names not to be included on the peer reviewer list.

The preponderance of the proposed peer reviewers should hold faculty status at a peer institution and have been granted tenure and have been promoted in academic rank. The CAPT may also add names to the list from which peer review letters are requested. In the event that the CAPT does add names to the peer reviewer list, the candidate will be informed of these names.

The committee may also ask each candidate to provide brief statements on each of the peer reviewers describing the qualifications of those reviewers. The information needs of the committee may be supplemented by personal interviews for the purpose of reconciling questions.

In accordance with the instructions provided annually by the Provost's office, the following items are typically included in the packet prepared for each candidate for tenure and promotion and for promotion beyond tenure:

1. Candidate's statement on professional assignment, research, and service;

2. Candidate's curriculum vitae including the candidate's attestation of correctness;
3. Statement on quality of professional assignment;
4. Statement on quality of research;
5. Statement on quality of service;
6. Statement on quality of other activities, if any, relevant to the missions of the university (this would include exemplary activities that have influenced the professional assignment, research, or service mission of Texas A&M University);
7. Statement on qualifications of outside reviewers, along with outside reviewers' letters evaluating the candidate's performance;
8. Complete committee report and recommendations;
9. Recommendation of the Dean;
10. Other materials and documentation as desired including candidate's acknowledgment of the contents of the P&T dossier as submitted to the CAPT;
11. A brief personal biography.

Numbers 3-6 and 8 above are prepared by the CAPT after a thorough examination of the documentation supplied by the candidate and the letters of the outside peer reviewers and a thorough discussion of the merits of each candidate by the appropriate tenured faculty. Numbers 1-2, 10-11, and possibly 7, are the responsibility of the candidate. The CAPT and the Dean's office are responsible for putting the complete package together.

The faculty member's comprehensive professional resume with a suggested list of peer reviewers to be contacted for peer review letters must be delivered to the chair of the CAPT and the complete documentation must be presented to the committee upon the call of the chair of the CAPT.

Documentation to support promotion in academic rank and tenure will include all work done during the faculty member's professional career.

B. DOCUMENTATION FOR PROMOTION FOR LECTURERS

The candidate for Senior Lecturer will assemble a packet of documentation that will serve as the basis of deliberation by the CAPT and the members of the library faculty who will vote on the promotion. The completed packet should be received by the CAPT no later than October 1 of the year before the promotion may occur. This documentation will be reviewed on the same schedule as that for tenure-track faculty.

In accordance with the instructions provided annually by the Provost's office, the documentation package for candidates for promotion to Senior Lecturer typically will comprise the following elements:

1. Annual evaluations since appointment as a Lecturer in the library;
2. A self-appraisal of no more than three pages, single-spaced, in which the candidate discusses goals, philosophies, strategies and emphases in fulfilling the professional responsibilities of his or her position. The statement will address both usual job duties and additional professional activities such as research, publication and service. The purpose of the self-appraisal is not to argue the case for promotion but rather to provide a context for the review of the documentation at each level;
3. Candidate's professional resume including the candidate's attestation of correctness;
4. A summative appraisal by the candidate's supervisor which addresses both the individual's performance in the assigned job duties and elements of the individual's achievements which demonstrate excellence of the sort justifying promotion;
5. Recommendation of the Department Head;
6. Recommendation of the Associate University Librarian;
7. Complete committee report and recommendations;
8. Recommendation of the Dean;
9. Other materials and documentation as desired including candidate's acknowledgment of the contents of the dossier as submitted to the CAPT.

In addition, the packet may contain any or all of the following:

a. Letters of commendation;
b. Other documentary recognition of exemplary performance;
c. Copies of publications or other materials prepared by the candidate.

Numbers 1 and 7 above are prepared by the CAPT after a thorough examination of the documentation supplied by the candidate and a thorough discussion of the merits of each candidate by the appropriate faculty. Numbers 2-3 and 9 are the responsibility of the candidate. The CAPT and the Dean's office are responsible for putting the complete package together.

Documentation to support promotion in academic rank will include all work done during the faculty member's professional career.

Unlike the documentation for tenure-track faculty, no outside letters of assessment will be sought by the CAPT for candidates.

V. RESPONSIBILITY OF THE FACULTY MEMBER

It is the responsibility of the individual faculty member to be aware of the criteria and procedures by which he or she will be evaluated for promotion in academic rank and for tenure, to be aware of the date he or she becomes eligible to be considered for tenure, and to provide names and addresses for peer review. It also is incumbent upon the faculty member to supply all supporting documentation as described above.

VI. PROCEDURE FOR EVALUATION

A. TENURE TRACK FACULTY

1. The CAPT identifies all individuals eligible for promotion or tenure review.

2. The CAPT will make available the assembled documentation (including annual evaluations and peer review letters) for review by the tenured faculty, convene a meeting of the appropriate faculty to discuss each candidate for tenure and promotion and for promotion beyond tenure, and conduct a vote of the appropriate faculty by secret ballot in accordance with the CAPT's procedure documents. A positive vote by the appropriate faculty of 70% or greater is recommended for a positive tenure or promotion recommendation by the CAPT. Abstentions and absences will be reported to the Provost and Vice-President for Academic Affairs and will be explained if necessary. The CAPT will make every effort to assure participation of all the appropriate faculty in the balloting.

3. The written recommendation of the CAPT for each faculty member reviewed for promotion or tenure is presented to the Dean by the CAPT no later than 15 November. The written recommendation will be part of the documentation forwarded to the Provost and Vice-President for Academic Affairs.

B. LECTURERS

1. Individuals wishing to be considered for promotion to Senior Lecturer will submit a request to the CAPT by September 1.

2. The CAPT will make available the assembled documentation (including annual evaluations) for review by all eligible faculty (Senior Lecturers, Assistant Professors, Associate Professors, and Professors), convene a meeting of the appropriate faculty to discuss each candidate for promotion, and conduct a vote of that body by secret ballot in accordance with the CAPT's procedure documents. A positive vote by the appropriate faculty of 70% or greater is recommended for a positive tenure or promotion

recommendation by the CAPT. Abstentions and absences will be reported to the Provost and Vice-President for Academic Affairs and will be explained if necessary. The CAPT will make every effort to assure participation of all the appropriate faculty in the balloting.

3. The written recommendation for each faculty member reviewed for promotion is presented to the Dean following the same schedule as tenure and promotion decisions.

C. Minority opinions may be transmitted in writing to the CAPT. Any such minority opinions will become a part of the package that is forwarded to the Provost and Vice-President for Academic Affairs.

VII. DISPOSITION OF RECOMMENDATIONS

A. To the Dean

1. The CAPT communicates to the Dean, with justifications including the vote, both positive and negative recommendations for promotion and tenure.

2. The Dean informs the chair of the CAPT his or her recommendations on promotion or tenure for each candidate prior to the transmittal of these recommendations to the Provost and Vice-President for Academic Affairs.

3. The CAPT may, when a recommendation of the Dean is in opposition to the CAPT's recommendation, attach to the report to the Provost an addendum addressing the difference in recommendations.

B. To Each Eligible Faculty Member

1. The Dean informs each faculty member reviewed for promotion and/or tenure of the nature of the recommendation on his or her case prior to transmittal to the Provost and Vice-President for Academic Affairs.

2. The faculty member may request a meeting with the CAPT and/or the Dean to review the recommendation.

3. The written recommendations of the CAPT and the Dean will be made available to the individual faculty member upon request to the Dean.

4. Upon receiving notification, the Dean informs each faculty member reviewed for promotion or tenure about recommendations made by the

Vice-President for Academic Affairs, the President of the university, and the Board of Regents.

5. Faculty members may ask to review the peer review letters by submitting a formal open records request following university procedures.

6. A faculty member denied tenure or given a terminal contract before being considered for tenure may appeal the decision if he or she believes that decision was not based on an adequate consideration of his or her record and/or in violation of his/her First Amendment rights or on basis of illegal discrimination. The procedures for appeals are described in the Texas A&M University Statement on Academic Freedom, Responsibility, Tenure, and Promotion.

VIII. POST-TENURE REVIEW

All tenured faculty members are reviewed annually to assure that they are making sufficient contributions to the university to warrant their continued appointment. The reviews are made according the Post-Tenure Review document of the Libraries and the Texas A&M University Rule on Post-Tenure Review (http://www.tamu.edu/faculty_senate/post-tenure.html).

MARRIOTT LIBRARY

Academic Librarian Policy & Procedures

SECTION 2: ACADEMIC LIBRARIANS CRITERIA FOR APPOINTMENT, RETENTION, PROMOTION, AND CONTINUING APPOINTMENT

I. POLICIES

A. Appointment

To receive appointment as a professional librarian at the University of Utah Libraries, an individual shall satisfy the criteria for the proposed rank as set forth above.

B. Retention

Upon initial appointment to the academic librarian staff an individual is given probationary status until he/she achieves a continuing appointment. A librarian is evaluated during this probationary period at least once a year for retention or termination. The criteria for retention are linked to the criteria for promotion so that a single standard of performance may apply. A negative decision resulting from review for retention is followed by a one-year terminal appointment.

C. Promotion

An academic librarian at the University of Utah may be considered for promotion from one rank to another at any time subsequent to the attainment of the professional library experience described by rank above: two years for Assistant Librarian; five years for Associate Librarian; seven years for Librarian.

Promotion from one rank to another implies recognition of excellent performance. Accordingly, as academic librarians advance in rank, the quality of their performance should also improve. The level of improved performance will be judged by those committees concerned with promotion within each library.

D. Continuing Appointment

A librarian may be granted continuing appointment at the successful completion of seven probationary years. In order to receive continuing appointment the librarian must be ranked as Assistant Librarian, Associate Librarian, or Librarian. A continuing appointment may, in certain circumstances be granted before this time. Early attainment of continuing appointment is granted only to those individuals whose performance is of such unusual and outstanding quality that this award would not be premature.

The criteria for continuing appointment are derived from the criteria for retention and promotion.

A continuing appointment is defined as a commitment to continuous employment that may be terminated only for financial exigency or for adequate cause (e.g., incompetence, moral turpitude, retirement for reason of age, or mental or physical disability) and only after due process. A librarian receiving a continuing appointment will be reviewed every five years after the receipt of a continuing appointment.

E. Criteria

The criteria for retention, promotion, and continuing appointment of academic librarians are based on demonstrated competence in the individual's primary area(s) of responsibility relating to: 1) effective librarianship; 2) service to the library, the University, the community and the profession; 3) professional development; and 4) scholarship and creative works. Library standards require excellence in the first, and competence in at least two of the three remaining categories.

In all areas of activity, an academic librarian is expected to exhibit a strong sense of professional ethics as defined in the ALA "Statement on Professional Ethics" and/or similar professional statements as apply to an individual's area of specialization. RPCA criteria are considered minimum standards, with expectations for progress increasing as one advances in rank. **Satisfactory performance at one rank is not sufficient basis for promotion to the next level; achievements commensurate with the higher rank must be evident.**

1. Effective Librarianship

The fundamental responsibility of academic librarians is to collect, organize, preserve, and facilitate access to recorded information in support of the University's teaching and research mission. Academic librarians are expected to excel in the performance of those duties associated with their acknowledged areas of professional responsibility.

It is understood that evidence of excellence differs within the various areas of specialization comprising librarianship. Standards for evaluating the librarian's effectiveness in the area(s) of primary responsibility should generally reflect: consistency of performance, grasp of professional methodologies, depth of understanding, continuing development in the profession, judgment, leadership, originality, and the ability to work with others in realizing the library's and the University's goals.

2. Service to the Library, University, Community and Profession

Service contributions are expressed as service to the library, the University, the community, and the profession. Academic librarians play a vital role in the University through their active participation in faculty committees, in the formulation of departmental, library, and University policies, and in the performance of administrative responsibilities.

Judgment is required to differentiate between service and other activities that more accurately pertain to the areas of professional development, scholarship, and the production of creative works. Competence in the area of service is demonstrated by involvement in the library, the University, the community, and the profession. Evidence that the librarian has made a meaningful contribution to the work of a relevant professional organization (e.g. holding office, planning programs, participation in committee or task force work or serving on panels) is considered service to the profession. Service activities also include participation in groups such as committees, councils and governance bodies falling outside the scope of daily, professional practice.

To be promoted and receive continuing appointment, librarians are expected to participate in library and University committees or task forces. **Service alone, however, is not sufficient to provide the basis for retention, promotion, and continuing appointment.**

3. Professional Development

Ongoing professional growth and development contribute to the effectiveness of the library's operation, ensuring that academic librarians remain abreast of advances in their area(s) of primary responsibility. Active participation in professional and scholarly societies, attendance at workshops and symposia, and awareness of pertinent, professional information will allow librarians to remain informed of developments in librarianship or other relevant fields of study.

Competence in the category of professional development is demonstrated by accomplishments that further professional growth and development. Activities undertaken for the purpose of continuing education and professional development must be linked to the academic librarian's current professional responsibilities or be geared toward expanding his or her professional growth.

4. Scholarship and Creative Works

The category of scholarship and creative works encompasses research aimed at advancing librarianship and culminating in publication, performance, or other reviewed or refereed outcome. Research aimed at advancing librarianship is defined as works that contribute to the intellectual recognition or advancement of the profession. Dissemination of scholarship and creative work is possible through several venues, including: publications, lectures, consultancies, or performances of recognized intellectual or aesthetic value.

Competence is demonstrated by evidence of completed research, scholarship, lectures, consultancies, and/or performances, and evidence of ongoing activity. Standards by which the works are evaluated include the quality of research, scholarship, or artistry achieved, and the degree to which the work introduces new and challenging ideas or perspectives to the field of librarianship or related area(s) of specialization.

F. File Documentation

The following checklist offers guidelines for building the librarian's file for retention, promotion, and continuing appointment. Not every category will apply to every academic librarian. The peer review committee will weigh the incumbent's documentation in relation to his or her professional assignment, and evaluate performance in the light of each applicant's primary responsibilities, their contribution to institutional goals and objectives, and the demonstrated pattern of career development.

1. Effectiveness as a Librarian

    a. Primary professional responsibilities
        i. Reference service
        ii. Cataloging and classification
        iii. Collection development (selection and acquisition of library materials)
        iv. Programming, development, or application of specialized information systems
        v. Preservation
        vi. Teaching and instruction
            a). Academic classes
            b). Formal or informal instruction to staff or patrons
        vii. Collection access and management
        viii. Other applications of specialized professional knowledge or skills as defined in statement of job responsibilities

    b. Administrative skills
        i. Effective leadership
            a). Communication
            b). Motivation
            c). Conflict resolution
            d). Other: Flexibility, adaptability, objectivity, cooperativeness, maturity, creativity, decisiveness, tact
        ii. Productivity
        iii. Organizational skills
            a). Establishing and achieving goals
            b). Policy setting and review
            c). Other: Ability to evaluate results/outcomes, understanding of departmental goals as they relate to library goals
        iv. Budget
            a). Creative use of budget
            b). Grant applications and awards
        v. Other administrative skills such as job design, recruitment, and training

2. Service To the Library, University, Community, and Profession

    a. Library committee work

    b. University committee work

    c. Service as an officer or committee member in professional societies and organizations (state, regional, national, and/or international)

    d. Workshops and conferences organized or chaired, or other professional presentations (state, regional, national, and/or international)

e. Professional service to the community or outside agencies

3. Professional Development

a. Membership and participation in professional societies (state, regional, national, and/or international)

b. Ad-hoc educational opportunities (workshops, symposia, etc.)

c. Formal education
   i. Degrees received
   ii. Course work toward a degree
   iii. Continuing education
d. Other forms of professional development

4. Scholarship and Creative Works

a. Formal lectures to professional and community groups

b. Participation in demonstrations, panel discussions, round tables, workshops, etc.

c. Consultation

d. Scholarly publications
   i. Monographs (or chapters therein)
      a). Bibliographies
      b). Manuals
      c). Indexes
   ii. Refereed journals
   iii. Non-refereed journals
   iv. Editing
      a). Articles
      b). Monographs
      c). Journals (ongoing)
   v. Reviews
   vi. Software development
   vii. Research leading toward publication
   viii. Other publications not required in the course of performing one's duties

e. Performance
   i. Original works
   ii. Solo performances
   iii. As a member or guest of local, state, national, or international groups
   iv. Other forms of performance related to one's area(s) of professional responsibilities

f. Creative works
   i. Systems contributing to the advancement of librarianship
   ii. Equipment design

    iii. Professional posters
    iv. Professional exhibits
    v. Other forms of creative work related to one's area(s) of professional responsibilities

g. Other forms of scholarly and creative work

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9/96

Washington State University Libraries

CRITERIA FOR MERIT INCREASES, PROMOTION, AND GRANTING OF TENURE

(Criteria approved 1/5/87 by Library Faculty; subsequent revisions approved by Library Faculty)

"Faculty status entails for librarians the same rights and responsibilities as for other members of the faculty. They should have corresponding entitlement to rank, promotion, tenure, compensation, leaves, and research funds, and the protection of academic due process." (Joint Statement on Faculty Status of College and University Librarians, ACRL, 1972).

The granting of merit increases, promotion and tenure should be based on the judgments of Library faculty, members of the University faculty outside the Library, and, in the cases of tenure and promotion, professional colleagues outside WSU. Library faculty will be evaluated on performance according to criteria in the following three categories:

CATEGORY I: PROFESSIONAL COMPETENCE AS A LIBRARIAN OR MEDIA SPECIALIST;

CATEGORY II: RESEARCH/SCHOLARLY/CREATIVE & PROFESSIONAL ACHIEVEMENTS AND ACTIVITIES;

CATEGORY III: SERVICE TO THE LIBRARY, UNIVERSITY, AND THE PUBLIC

Library faculty must meet expectations in all three categories; achievement in one category cannot substitute for inadequacies in the other categories. During the first year of service, the emphasis of expectation should focus on Category I criteria. Demonstrated merit and evidence of developing excellence are essential for increases in salary, advances in rank, and the granting of tenure.

Application of the criteria in each of the three categories will vary depending on individual assignment(s). Many librarians must manage units as part of their primary responsibilities. Management effectiveness is critical to the provision of Library services; thus it is included in the Category I criteria. In addition, top Library administrators will be evaluated on their administrative effectiveness as part of the considerations for the granting of salary increases, promotion, and tenure.

The WSU Faculty Manual clearly states that: "Tenure is granted only for academic rank of professional status within programs, departments, or service units. Department chairs, deans, directors, and other administrative officers do not acquire tenure in administrative positions."

CATEGORY I: PROFESSIONAL COMPETENCE AS A LIBRARIAN OR MEDIA SPECIALIST

Each librarian and media specialist must demonstrate competence and evidence of developing excellence in his/her primary area(s) of responsibility. The following are specific criteria for each area of responsibility:

A. Direct Reference Services

Demonstrates competence and good judgment in assisting Library users to locate information.

1. Correctly discerns and interprets user requests and questions.
2. Demonstrates competence in using reference materials and other resources.
3. Demonstrates expertise in appropriate academic subject areas.

4. Maintains positive working relationships with personnel in academic departments or programs.
5. Demonstrates a willingness to assist users, persisting beyond conventional sources to provide desired information.
6. Demonstrates sensitivity to and understanding of users' needs.
7. Effectively communicates knowledge of library organization, policy and goals to users and academic departments.
8. Demonstrates understanding of acquisitions, bibliographic organization and control.
9. Maintains cooperative relations with library faculty and staff.

B. Collection Development

Demonstrates good judgment and competence in selecting and recommending purchase of library and media materials in support of the current needs and long-range goals of the Libraries.

1. Demonstrates comprehensive knowledge of the library or media collection, particularly in appropriate academic subject areas.
2. Demonstrates knowledge of the curriculum, research, and other library-related activities of the University departments represented within an individual's academic subject areas.
3. Demonstrates competence in selecting and weeding materials, both in appropriate subject areas and for the reference collection in an individual's library division.
4. Maintains positive working relationships with personnel in academic departments or programs in appropriate subject areas.
5. Maintains cooperative relations with library faculty and staff.

C. Instruction in Library Use

Demonstrates competence in instructing users on the effective use of library resources.

1. Uses knowledge of representative literature and current trends in the subject areas of an individual's library division during instructional sessions.
2. Instructs users on accessing specialty resource collections within the WSU Libraries and on relevant external collections.
3. Effectively communicates knowledge of applicable resources within appropriate academic subject areas during instructional sessions.
4. Develops effective instructional materials relevant to the needs of the individuals and groups served.
5. Demonstrates competence in the presentation of instructional sessions to the individuals and groups served by the Library.
6. Demonstrates knowledge of research strategies and the teaching of research skills.
7. Maintains cooperative relations with library faculty and staff.

D. Online Searching

Demonstrates competence in searching national online services and databases (e.g., DIALOG, STN, MEDLARS). [These criteria do not apply to local, regional or national online library systems, such as Griffin, WLN or OCLC.]

1. Interprets user requests and questions correctly, including clarifying nebulous concepts and determining appropriate language for the search.
2. Demonstrates competence in determining and communicating to the user whether the request can best be filled by a librarian-mediated search, an end-user search, or by use of resources other than the computer. This includes communicating the likely costs in time and money of all approaches.
3. Demonstrates expertise in selecting the appropriate online system(s) to be used, and within those, the appropriate database(s) to be searched.
4. Demonstrates competence in executing the search by using the most efficient commands and features of the system(s)/database(s) searched.

5. Demonstrates competence in composing a search that retrieves the best available information for the user.
6. Demonstrates a willingness to assist the user in interpreting the search results.
7. Keeps up with changes in systems and databases.
8. Maintains cooperative relations with library faculty and staff.

E. Bibliographic Organization and Control

Demonstrates competence in establishing and maintaining bibliographic systems that facilitate the organization and control of library resources.

1. Demonstrates in-depth knowledge of past and present cataloging rules.
2. Competently applies currently accepted cataloging rules to produce high quality cataloging for all types of materials.
3. Demonstrates comprehensive knowledge of classification tables and subject heading schedules.
4. Demonstrates competence in the use of automated library systems and knowledge of current developments.
5. Demonstrates sensitivity to the needs of library users.
6. Maintains cooperative relations with library faculty and staff.

F. Acquisition of Library/Media Resources

Demonstrates competence in establishing and maintaining procedures for the effective and economical acquisition of library or media resources.

1. Demonstrates in-depth knowledge of the book or media trade and other sources of library/media materials.
2. Demonstrates competence in ordering, receiving and paying for library/media materials.
3. Demonstrates understanding of bibliographic citation techniques and descriptive cataloging.
4. Demonstrates competence in the use of automated systems and knowledge of current developments.
5. Demonstrates sensitivity to the needs of library users.
6. Successfully monitors budgetary expenditures and reports the results.
7. Maintains cooperative relations with library faculty and staff.

G. Automated Systems Activities

Demonstrates competence in the use, evaluation and/or development of automated systems which support the principal activities and services of the Libraries, including mainframe as well as microcomputer-based applications.

1. Demonstrates understanding of existing system capabilities as well as general knowledge of current developments in library automation.
2. Designs effective and efficient means of evaluating library systems and provides appropriate analyses of such evaluation.
3. Demonstrates effectiveness in undertaking needs analyses, preparing specifications and assisting in the design, testing, and implementation of enhancements to the Libraries' automated systems.
4. Effectively communicates knowledge of library automated systems activity to staff in the Libraries and to other appropriate departments and individuals within the University.
5. Maintains positive working relationships with Information Technology (IT) personnel as well as with staff in other library units.
6. Willingly assist, when appropriate, in the instruction of library staff in automated systems activities and procedures.
7. Maintains cooperative relations with library faculty and staff.

H. Non-print Media Management, Production and Distribution

Demonstrates understanding of the theoretical and practical support requirements of instructional faculty, comprehensive knowledge of existing resources, and the ability of adapt these resources in support of user needs.

1. Assesses needs of students and faculty within the educational technology field and develops a responsible media programs.
2. Demonstrates understanding of the representative methodology of the field and keeps abreast of new trends as reflected in current literature and research.
3. Advises and assists university faculty, administrators, and students in matters of instructional media design, presentation, and utilization.
4. Demonstrates competence in designing equipment systems or facilities supportive of effective education within given economic limitations.
5. Efficiently evaluates and selects instructional hardware and software for economical and effective utilization by users.
6. Maintains cooperative relations with library faculty and staff.

I. Management Effectiveness

Demonstrates good judgment and competence in directing and guiding library employees or units. Some criteria apply only to librarians who supervise library staff, while others also apply to those who have a coordination function without supervisory responsibilities.

1. Establishes and achieves unit goals and objectives.
2. Maintains constructive working environment for unit employees.
3. Effectively plans and coordinates unit resources within budgetary constraints.
4. Competently monitors and directs the performance of unit employees.
5. Delegates authority when appropriate or necessary.
6. Communicates effectively with unit employees and personnel in other library units.
7. Assists in the selection of competent, well-qualified unit employees.
8. Impartially evaluates the performance of unit employees.
9. Maintains cooperative relations with library faculty and staff.

J. Administrative Effectiveness

"Since the Director's Council (DC) makes recommendations which affect library faculty and staff system-wide and that affect the relationship of the WSU Libraries to the WSU community, comments from all library personnel will be solicited by the Director of Libraries during the annual review process. Where appropriate, individuals outside the WSU Libraries will also be invited to comment on the performance of an administrator." (This paragraph was approved at Lib Fac Meeting, 3/25/96, to replace the 4-year administrative review procedure that was instituted by the Library Faculty in 6/92.)

These criteria are applicable only to the following positions:

- *Director of Libraries*
- *Associate Director for Administrative Services*
- *Assistant Director for Technical Support & Collection Management*
- *Head, Humanities/Social Sciences Libraries*
- *Head, Science Libraries*
- *Assistant Director for Library Automation*

1. Represents users' interests and needs in setting library goals and objectives.
   a. Periodically assesses users' needs.
   b. Demonstrates competence in analyzing, planning and creating effective library services.

2. Provides effective leadership in the following areas:
   a. Formation and achievement of library goals and objectives
   b. Formation and execution of library policies and procedures

   c. Coordination and management of unit resources
   d. Development of innovative procedures, operations and/or services
   e. Representation of the Library to the university administration and the public.

3. Demonstrates good judgment in the preparation of budget requests and justifications for unit resources:
   a. Solicits extramural funding for special library projects.
   b. Successfully monitors budgetary expenditures and reports the results.

4. Demonstrates competence in personnel administration.
   a. Provides a congenial working environment for colleagues and staff.
   b. Supports and encourages collegial participation.
   c. Effectively promotes the image of librarians and media specialists within the university community.
   d. Provides opportunities for professional growth and staff development.
   e. Motivates staff to perform effectively and efficiently.
   f. Impartially evaluates the achievements and performance of library personnel according to established criteria.

5. Demonstrates effectiveness in communication and interpersonal relations.
   a. Competently communicates with library and university personnel.
   b. Demonstrates a commitment to the dissemination of information within the university community.

6. Fosters cooperative relations with library faculty and staff.

CATEGORY II: RESEARCH/SCHOLARLY/CREATIVE & PROFESSIONAL ACHIEVEMENTS AND ACTIVITIES

Since "The everyday professional activities of librarians [may] bring them into contact with the entire realm of knowledge," (from Geahigan, Priscilla, et al, "Acceptability of Non-Library/Information Science Publications in the Promotion and Tenure of Academic Librarians," *College & Research Libraries*, Nov. 1981: 571-575) research/scholarly/creative and professional activities in any area will be supported by the Libraries and will be given credit in assignment of merit ratings and promotion and tenure decisions. See Sec. 3.b.1.a. for Professional Activity Time (PAT) Guidelines. Research/scholarly/creative and professional contributions will be evaluated for quality, quantity, and professional significance. Credit in the form of increased merit rating should be awarded at the time of publication, funding, exhibition, or performance. Activities are not listed in priority order.

A. Formal Publications

1. Publication of a monograph or book.
2. Publication of articles in refereed journals.
3. Publication of articles in non-refereed journals.
4. Contribution of a chapter or an article in a monograph or book.
5. Publication of substantial bibliographies.
6. Editing, compiling or indexing any substantial published work.
7. Production and public release, in an electronic format, of any of the above named "traditional" published products.

B. Presentations

1. Presentations at meetings, conferences, or workshops.
2. Presentations to local groups.

3. Giving workshops.
4. Presentation of research/scholarly/creative exhibits/programs.

C. Professional Activities

1. Active membership in international, national, regional, state, and/or local professional organizations. *(Active membership means holding office, chairing or being a member of active committees, presenting papers at symposia, conferences, annual meetings, conducting workshops, etc.).*
2. Service as moderator or panelist at international or national conventions.
3. Service as moderator or panelist at regional or state conventions.
4. Service as organizer of professional meetings.
5. Service as editor of an academic or professional publication or journal.
6. Service as referee to a professional and/or scholarly journal.
7. Book and audio-visual material reviewing and/or abstracting.
8. Professional consulting or advisory services outside the university. (See definition of consulting, Sec. 3.b, page 2 of 2).
9. Substantial contributions to educational, scientific, cultural, civic organizations and/or private or governmental agencies at community, state, regional, national, or international levels.
10. Demonstration of ability to procure funding, grants, or donor gifts.
11. Recognitions and outstanding achievements (awards, honor societies, etc.).

D. Continuing Education

1. Completion of an additional advanced degree.
2. Coursework undertaken to expand professional competence.
3. Attendance at professional or scholarly seminars, workshops, or meetings.

CATEGORY III. SERVICE TO THE LIBRARY, UNIVERSITY, AND THE PUBLIC

Professional service efforts may be at the local, state, regional, national, or international level. Each activity will be evaluated on a qualitative and quantitative basis.

A. Library Service

1. Active participation on library committees and task forces.
2. Service as a representative of the library to professional or governmental bodies or agencies.
3. Service as editor or contributor to in-house publications such as *Library Update* and *The Record*.
4. Preparation of exhibits or programs within the Libraries.

B. University Service

1. Active participation on university and university-related committees and task forces.
2. Participation in university governance (Senate officer, Senator, etc.).
3. Presentations or seminars to, or consultations with, faculty and student groups within the university relating to professional matters.
4. Service as an advisor to student groups recognized by the university.
5. Service as a representative of the university to professional or governmental bodies or agencies.
6. Consulting or advisory service to WSU off-campus programs or research/extension stations.
7. Preparation of exhibits or programs within the university.

C. Service to the Public

1. Presentation of informational public lectures or addresses.
2. Service to community libraries, museums or historical societies.

SELECTED RESOURCES

Books and Journal Articles

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Shapiro, Beth J. "The Myths Surrounding Faculty Status for Librarians." *College & Research Libraries News* 10 (Nov. 1993): 562–3.

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SPEC KIT ORDER FORM

QTY	TITLE	
____	SP257	MLS Hiring Requirement
____	SP256	Changing Roles of Lib Profs
____	SP255	Branch Libs/Discrete Collectns
____	SP254	Managing Printing Services
____	SP253	Networked Info Services
____	SP252	Supprt Staff Classifictn Studies
____	SP251	Electronic Reference Service
____	SP250	TL10: Educating Faculty
____	SP249	Catalogng of Resrces Digitized
____	SP248	Licensing of Electronic Prodcts
____	SP247	Management of Lib Security
____	SP246	Web Page Devel & Managmnt
____	SP245	Electronic Reserves Operations
____	SP244	TL 9: Renovatn & Reconfigurtn
____	SP243	TL 8: Users with Disabilities
____	SP242	Library Storage Facilities
____	SP241	Gifts and Exchange Function
____	SP240	Marketing and PR Activities
____	SP239	Mentoring Programs in ARL
____	SP238	ARL GIS Literacy Project
____	SP237	Managing Food and Drink
____	SP236	TL 7: E Theses/Diss
____	SP235	Collaborative Coll Managmnt
____	SP234	TL 6: Distance Learning
____	SP233	ARL in Extension/Outreach
____	SP232	Use of Teams in ARL
____	SP231	Cust Service Programs in ARL
____	SP230	Affirmative Action in ARL
____	SP229	Evaluating Acad Libr Dirs
____	SP228	TL 5: Preserving Digital Info
____	SP227	Org of Doc Coll & Svcs
____	SP226	TL 4: After the User Survey
____	SP225	Partnerships Program
____	SP224	Staff Training & Development
____	SP223	TL 3: Electronic Scholarly Pubn
____	SP222	Electronic Resource Sharing
____	SP221	Evol & Status of Approval Plans
____	SP220	Internet Training
____	SP219	TL 2: Geographic Info Systems
____	SP218	Info Technology Policies
____	SP217	TL 1: Electronic Reserves
____	SP216	Role of Libs in Distance Ed
____	SP215	Reorg & Restructuring
____	SP214	Digit Tech for Preservation
____	SP213	Tech Svcs Workstations
____	SP212	Non-Librarian Professionals
____	SP211	Library Systems Office Org
____	SP210	Strategic Planning
____	SP209	Library Photocopy Operations
____	SP208	Effective Library Signage
____	SP207	Org of Collection Develop
____	SP206	Faculty Organizations
____	SP205	User Surveys in ARL Libs
____	SP204	Uses of Doc Delivery Svcs
____	SP203	Reference Svc Policies
____	SP202	E-journals/Issues & Trends
____	SP201	E-journals/Pol & Proced
____	SP200	2001: A Space Reality
____	SP199	Video Collect & Multimedia
____	SP198	Automating Preserv Mgt
____	SP197	Benefits/Professional Staff
____	SP196	Quality Improve Programs
____	SP195	Co-op Strategies in Foreign Acqs
____	SP194	Librarian Job Descriptions
____	SP193	Lib Develop & Fundraising
____	SP192	Unpub Matls/Libs, Fair Use
____	SP191	Prov Pub Svcs Remote User
____	SP190	Chang Role of Book Repair
____	SP189	Liaison Svcs in ARL Libs
____	SP188	Intern, Residency & Fellow
____	SP187	ILL Trends/Staff & Organ
____	SP186	Virtual Library
____	SP185	System Migration
____	SP184	ILL Trends/Access
____	SP183	Provision of Comp Print Cap
____	SP182	Academic Status for Libns
____	SP181	Perf Appr of Collect Dev Libn
____	SP180	Flexible Work Arrangemts
____	SP179	Access Services Org & Mgt
____	SP178	Insuring Lib Colls & Bldgs
____	SP177	Salary Setting Policies
____	SP176	Svcs for Persons w/Disabilities
____	SP175	Scholarly Info Centrs
____	SP174	Expert Systems
____	SP173	Staff Recognition Awards
____	SP172	Information Desks
____	SP171	Training of Tech Svc Staff
____	SP170	Organization Charts
____	SP169	Mgt of CD-ROM
____	SP168	Student Employment
____	SP167	Minority Recruitment
____	SP166	Materials Budgets
____	SP165	Cultural Diversity
____	SP164	Remote Storage
____	SP163	Affirmative Action
____	SP162	Audiovisual Policies
____	SP161	Travel Policies
____	SP160	Preservation Org & Staff
____	SP159	Admin of Lib Computer Files
____	SP158	Strategic Plans
____	SP157	Fee-based Services
____	SP156	Automating Authority Control
____	SP155	Visiting Scholars/Access
____	SP154	Online Biblio Search
____	SP153	Use of Mgt Statistics
____	SP152	Brittle Books Program
____	SP151	Qualitative Collect Analysis
____	SP150	Bldg Security & Personal Safety
____	SP149	Electronic Mail
____	SP148	User Surveys
____	SP147	Serials Control/Deselection
____	SP146	Lib Dev Fund Raising Capabilit
____	SP145	Lib Publications Programs
____	SP144	Building Use Policies
____	SP143	Search Proced Sr LibAdmin
____	SP142	Remote Access Online Cats
____	SP141	Approval Plans
____	SP140	Performance Appraisal
____	SP139	Performance Eval: Ref Svcs
____	SP138	University Copyright
____	SP137	Preservation Guidelines
____	SP136	Managing Copy Cataloging
____	SP135	Job Analysis
____	SP134	Planning Mgt Statistics
____	SP133	Opt Disks: Storage & Access
____	SP132	Library-Scholar Communication
____	SP131	Coll Dev Organization
____	SP130	Retrospective Conversion
____	SP129	Organization Charts
____	SP128	Systems File Organization
____	SP127	Interlibrary Loan
____	SP126	Automated Lib Systems
____	SP125	Tech Svcs Cost Studies
____	SP124	Barcoding of Collections
____	SP123	Microcomp Software Policies
____	SP122	End-User Search Svcs
____	SP121	Bibliographic Instruction
____	SP120	Exhibits
____	SP119	Catalog Maintenance Online
____	SP118	Unionization
____	SP117	Gifts & Exchange Function
____	SP116	Organizing for Preservation
____	SP115	Photocopy Services
____	SP114	Binding Operations
____	SP113	Preservation Education
____	SP112	Reorg of Tech and Pub Svcs
____	SP111	Cooperative Collection Dev
____	SP110	Local Cataloging Policies
____	SP109	Staff Training for Automation
____	SP108	Strategic Planning
____	SP107	University Archives
____	SP106	Electronic Mail
____	SP105	Nonbibliographic Dbases
____	SP104	Microcomputers
____	SP103	Asst/Assoc Dir Position
____	SP102	Copyright Policies

QTY	TITLE	
_____	SP101	User Studies
_____	SP100	Collection Security
_____	SP099	Branch Libraries
_____	SP098	Telecommunications
_____	SP097	Building Renovation
_____	SP096	Online Catalogs
_____	SP095	Lib Materials Cost Studies
_____	SP094	Fund Raising
_____	SP093	User Instructions for Online Cats
_____	SP092	Interlibrary Loan
_____	SP091	Student Assistants
_____	SP090	Integrated Lib Info Systems
_____	SP089	Tech Svcs Cost Studies
_____	SP088	Corporate Use of Research Libs
_____	SP087	Collect Descript/Assessment
_____	SP086	Professional Development
_____	SP085	Personnel Classification Sys
_____	SP084	Public Svcs Goals & Objectvs
_____	SP083	Approval Plans
_____	SP082	Document Delivery Systems
_____	SP081	Services to the Disabled
_____	SP080	Specialty Positions
_____	SP079	Internships/Job Exchanges
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